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ABSTRACT

This guide is designed to provide an overview of the total curriculum for Level I Home Economics. Three scope and sequence options and block plans for periods that are 9, 18, and 36 weeks in length are suggested. The six subject areas (and concept areas) are child development (child as individual, babysitting, job skills), clothing and textiles (buying and selecting ready-to-wear, construction, clothing care, careers), consumer education (management and making decisions, consumer skills, create a job), family life (discovering self; values, standards, goals; adolescence; family; peers and pressures; abuse; careers), food and nutrition (kitchen skills, food preparation skills, careers), and housing and home furnishings (influences on housing, personal living space, careers). Each section begins with an overview of competencies, concepts, and objectives within that section. For each objective, the following materials are provided: learning activities and resources, further activities, references, and duplicating masters for handouts, informative material, and exercises. A list of reference addresses completes each subject area. Home Economics National Standards are appended. (YLB)

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MONTANA

VOCATIONAL HOME ECONOMICS

COMPREHENSIVE INTRODUCTORY UNITS

LEVEL I

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March 1987

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TABLE OF CONTENTS

Page

TABLE OF CONTENTS i

PURPOSE iii

ACKNOWLEDGEMENTS iii

HOW TO USE GUIDE iv

SCOPE & SEQUENCE -- THREE PROGRAM OPTIONS v

BLOCK PLANS vi
  9-Week vi
  18-Week vii
  36-Week ix

CHILD DEVELOPMENT A-1
  The Child as an Individual A-2
  Babysitting A-16
  Job Skills A-33
  Reference Addresses A-35

CLOTHING & TEXTILES B-1
  Buying & Selecting Ready-to-Wear B-3
  Construction B-28
  Clothing Care B-52
  Clothing & Textile Careers B-58

CONSUMER EDUCATION C-1
  Management & Making Decisions C-3
  Consumer Skills C-18
  Create a Job C-40
  Reference Addresses C-44

FAMILY LIFE D-1
  Discovering Self D-4
  Values, Standards, Goals D-16
  Adolescence D-22
  Family D-37
  Peers & Pressures D-50
  Abuse D-60
  Family Life Careers D-62
  Reference Addresses D-63

TABLE OF CONTENTS--continued

Page

FOOD & NUTRITION E-1

- Kitchen Skills E-3
- Food Preparation Skills E-34
- Foods & Nutrition Careers E-82
- Reference Addresses E-84

HOUSING & HOME FURNISHINGS F-1

- Influences on Housing F-2
- Personal Living Space F-11
- Housing & Home Furnishings F-25
- Reference Addresses F-27

HOME ECONOMICS NATIONAL STANDARDS H-1

PURPOSE

This Montana Vocational Home Economics guide for Level I will assist teachers in offering a comprehensive program of varying lengths in accordance with the Montana Home Economics Scope & Sequence and the national Home Economics standards. As the major concern of Home Economics education is the development of the individual student and how that student can most adequately fulfill present and future responsibilities to self, family and community, emphasis is placed on those aspects that would enable a student to grow as a person, become a responsible citizen and family member, develop wisdom as a consumer, and become employable. The scope of the home economics curriculum includes the following areas: Child Development, Clothing & Textiles, Consumer Education, Family Life, Foods & Nutrition, Housing & Home Furnishings.

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HOW TO USE THIS GUIDE

This guide was designed to provide an overview of the total curriculum for Level-I Home Economics. The content is organized with Scope & Sequence options and Block Plans preceding subject areas. Each subject area is divided into sections by color, with duplicating masters for activities printed on white. Sections, which cover one concept objective, are organized as follows: Scope & Sequence, Concept, Objective, Learning Activities & Resources, Further Activities, References, and Duplicating Masters. A list of reference addresses completes each subject area.

The guide was designed for placement in a 3-ring, loose-leaf binder for ease in adding or using materials. Sections could further be divided by adding subject-tabbed dividers.

Educators may choose and adapt concepts and apply them to the varied settings within which they work. Thus, this guide helps to reinforce unity in curricular efforts while facilitating local objectives. Since many of the concepts are inter-related, it is helpful when teaching one subject area to refer to other sections for related information.

Some possible uses for this guide are as follows:

- A base for developing content in a program area.
- A way of individually adapting concepts to specific needs.
- A reference to aid in the selection of concepts essential for a well-rounded curriculum.
- A source of ideas for updating or further developing particular subject content areas.
- A base for more extensive development of activities or content.
- A way to enhance communication with faculty, administrators, school and advisory boards, school counselors, parents, and legislators regarding the content offered in vocational home economics education programs.
- A guideline to articulate with other school programs.
- A source of ideas for combining various curriculums on projects and assignments.
- A source of ideas for integrating FHA/HERO, parents, and community with classroom activities.

SCOPE & SEQUENCE -- THREE PROGRAM OPTIONS

SUBJECT AREA	OPTION I (9 weeks)	OPTION II (18 weeks)	OPTION III (36 weeks)
Child Development	3 days	2 weeks	5 weeks
Clothing & Textiles	1 week	4 weeks	6½ weeks
Consumer Education	1 week	2 weeks	4½ weeks
Family Life	3 weeks	4 weeks	6½ weeks
Food & Nutrition	3 weeks	5 weeks	9 weeks
Housing & Home Furnishings	2 days	1 week	4½ weeks

BLOCK PLANS

On the following pages are Block Plans for Level I of the Montana Scope and Sequence. Nine, eighteen and thirty-six week plans are included.

BLOCK PLAN, LEVEL I (9 WEEKS)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOODS & NUTRITION II. Food Preparation Skills II-A. Introduce Nutrition	→ →	→ →	→ →	→ →
I. Kitchen Skills I-A. Safety	→ I-B. Sanitation	→ I-C. Equipment & Appliances	→ I-D. Measuring	→ I-E. Equivalents I-F. Management I-H. Recipes
II. Food Preparation Skills II-A. Introduce Nutrition II-B. Food Preparation	→ → →	→ → →	→ → →	→ → →
CONSUMER EDUCATION I. Management & Making Decisions I-A Elements of Mgmt/Decision-making	→ I-C. Decision-making Process	→ →	II. Consumer Skills II-A. Foods Selection/Fast Foods	→ II-B. Comparison Shopping
Home Economics Careers	**CHILD DEVELOPMT** II. Babysitting II-C. Job Skills	→	**HOUSING & HOME FURNISHINGS** III. Housing & Home Furnishings	→
CLOTHING & TEXTILES I. Buying and Selecting RTW I-C. Wardrobe I-D. Shopping	II. Construction III. Clothing Care II-A. Equipment III-A. Maintenance	→ →	→ → III-B. Simple Repairs	→ →
FAMILY LIFE I. Discovering Self I-A Basic Needs I-B Personality Development	→	II. Values/Standards/Goals II-A. Definition II-B. Sources	III. Adolescents III-A Developmt'l Changes III-B Cultural Expectations	→ III-C. Identity Conflicts
IV. Family IV-A. Define Family IV-B. Types	→ IV-C. Sibling Relationships	→ IV-D. Relationship with parents	V. Peers & Pressures V-A. Making & Keeping Friends	→ V-B. Adolescent Concerns
→V. Peers & Pressures	→	→	→	VI. Abuse VI-A. Define VI-B. Coping

BLOCK PLAN, LEVEL I (18 WEEKS)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOODS & NUTRITION I. Kitchen Skills ---------------------------> I-A. Safety	I-B. Sanitation	I-C. Equipment & Appliances		I-D. Measuring
I. Kitchen Skills ---------> I-E. Equivalents I-G. Cooking Terms	I-F. Management I-H. Recipes	II. Food Preparation ------------------> II-A. Introduce Nutrition		
--->II. Food Preparation --------------------------->				
--->II. Food Preparation --------------------------->				II-B. Food Preparation Skills
--->II. Food Preparation --------------------------->				III. Foods & Nutrition Careers
CONSUMER EDUCATION I. Management & Making Decisions ------------> I-A. Elements of Mgmt & Decision Making	I-B. Management Process	I-C. Decision-Making Process	II. Consumer Skills ---------> II-A. Foods Selection/ Fast Foods	
--->II. Consumer Skills ---------------------------> II-B. Comparison Shopping --------->		II-C. Clothing	II-E. Services	III. Create a Job III-A. Talents, Skills, Interests
HOUSING & HOME FURNISHINGS I. Influences on Housing ---------> I-C. Basic Human Needs	I-D. Lifestyle	II. Personal Living Space -------> II-A. Home Furnishings	II-B. Floorplans	III. Housing & Home Furnishings
CLOTHING & TEXTILES I. Buying & Selecting Ready-to-Wear ---------------------------> I-A. Values & Attitudes ----------> II. Construction II-B. Proper Selection	I-B. Style ------------------>		I-C. Wardrobe ------------------->	

BLOCK PLAN, LEVEL I (18 WEEKS--CONT'D)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CLOTHING & TEXTILES ----------- I-D. Shopping ---	----------→ ----------→	II. Construction --- II-A. Equipment ---	---------- ----------→	----------→ II-C. Techniques
-----→II-C. Techniques ---	----------	----------	----------	----------→
III. Clothing Care --- III-A. Maintenance	----------	---------- III-B Simple Repairs ---	---------- ----------	----------→ ----------→ IV. Clothing & Textile Careers
CHILD DEVELOPMENT I. The Child as an I-A. Areas of Development	Individual-----→ I-B. Developmental Stages	II. Babysitting --- II-A. Qualities of a Good Babysitter ---	---------- ----------→ II-B. Child Care Skills	----------→ -------→
---→II. Babysitting ---	----------	----------	----------→	II-C. Job Skills
FAMILY LIFE I. Discovering Self --- I-A. Basic Needs I-B. Personality Developmt---	----------→ ----------	II. Values, Standards, Goals--- ----------→ II-A. Definition ---	------→ ----------→ II-B. Sources	III. Adolescence III-A. Developmental Changes III-B. Cultural Expectations
--→III-B. Cultural Expectations--- III-C. Identity Conflicts ---	--→ --------→	IV. Family --- IV-A. Define Family IV-B. Types	---------- IV-C. Sibling Relationships	----------→ ----------→ IV-D. Relationships w/Parents
---→V. Peers & Pressures --- IV-D. Relationships w/Parents ---	---------- ----------→ V-A. Making & Keeping Friends ---	---------- ----------	---------- ----------→ V-B. Adolescent Concerns ---	----------→ -------→
---→V. Peers & Pressures --- ---→V-B. Adolescent Concerns ---	---------- ----------	---------- ----------	----------→ ----------→	VI. Abuse VI-A. Define VI-B. Coping

BLOCK PLAN, LEVEL I (36 WEEKS)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOODS & NUTRITION I. Kitchen Skills I-A. Safety	----------	---------- I-B. Sanitation	----------	---------→ I-C. Equipment & Appliances
---→I. Kitchen Skills	---------- I-D. Measuring	---------- I-E. Equivalents I-G. Cooking Terms	---------→ I-F. Management I-H. Recipes	II. Food Preparation Skills II-A. Introduce Nutrition
---→II. Food Preparation Skills	----------	----------	----------	---------→
---→II. Food Preparation Skills	----------	----------	----------	---------→
---→II. Food Preparation Skills	----------	----------	----------	---------→ II-B. Food Preparation
---→II. Food Preparation Skills	----------	----------	----------	---------→
---→II. Food Preparation Skills	----------	----------	----------	---------→
---→II. Food Preparation Skills	----------	----------	----------	---------→
---→II. Food Preparation Skills	----------	----------	----------	---------→

BLOCK PLAN, LEVEL I (36 WEEKS--CONT'D)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONSUMER EDUCATION I. Management & Making Decisions ----► I-A. Elements of Mgmt & Decision Making			I-B. Management Process ----►	
---►I. Management & Making Decisions ----► I-C. Clothing			III. Consumer Skills ----► II-A. Foods Selection/ Fast Foods ----►	
---►III. Consumer Skills ----►	II-B. Comparison Shopping ----►			II-C. Clothing
---►III. Consumer Skills ----►	II-D. Recreation	II-E. Services		III. Create a Job III-A. Talents, Skills, Interests
---►III. Consumer Skills ----►	III-B. Job Possibilities ----►		HOUSING & HOME FURNISHINGS I. Influences on Housing ----► I-A. Historical Developmt ----►	
---►I. Influences on Housing ----► I-B. Geograph'l	I-C. Basic Human Needs		I-D. Lifestyle	
II. Personal Living Space ----► II-A. Home Furnishings				
---►II. Personal Living Space ----► II-B. Floorplans				
---►II. Personal Living Space ----►	II-C. Home Care & Maintenance ----►			III. Housing & Home Furnishings

BLOCK PLAN, LEVEL I (36 WEEKS--CONT'D)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHILD DEVELOPMENT I. The Child as an Individual --- I-A. Areas of Development ---	----- --------→	--------	-------- I-B. Developmental Stages ---	--------→ --------→
→The Child as an Individual ---	---→	II. Babysitting II-A. Qualities of a Good Babysitter	-------- --------→ II-B. Child Care Skills ---	--------→ --------→
---→II. Babysitting ---	--------	--------	--------	--------→
---→II. Babysitting ---	--------	--------	--------	--------→
---→II. Babysitting ---	--------	--------	-------- II-C. Job Skills	--------→
CLOTHING & TEXTILES I. Buying & Selecting Ready-to-Wear --- II. Construction I-A. Values & Attitudes II-B. Project Selection		-------- I-B. Style	--------	--------→
---→I. Buying & Selecting Ready-to-Wear --- I-C. Wardrobe		--------	-------- I-D. Shopping ---	--------→ --------→
II. Construction --- II-A. Equipment	--------	--------	--------	--------→
---→II. Construction --- II-C. Techniques	--------	--------	--------	--------→

BLOCK PLAN, LEVEL I (36 WEEKS--CONT'D)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CLOTHING & TEXTILES --->II. Construction --->- II-C. Techniques				
III. Clothing Care --->- III-A. Maintenance		III-B. Simple Repairs		
IV. Clothing & Textile Careers---->		FAMILY LIFE I. Discovering Self --->- I-A. Basic Needs		I-B. Personality Development
->I. Disc.Self-->	II. Values, Standards, Goals ---->- II-A. Definition ---->	II-B. Sources ---->		III. Adolescence III-A. Developmental Changes
--->III. Adolescence ---->- III-A. Developmental Changes III-B. Cultural Expectations ----->	III-C. Identity Conflicts -------->		IV. Family ----> IV-A. Define Family ---->	IV-B. Types----->
--->IV. Family ---->- -->IV-B. Types IV-C. Sibling Relationships ---->			IV-D. Relationship w/Parents	
--->IV. Family	V. Peers & Pressures ---->- V-A. Making & Keeping Friends			V-B. Adolescent Concerns
--->V. Peers & Pressures ---->				
--->V. Peers & Pressures -------->		VI. Abuse ----> VI-A. Define	VI-B. Coping	VII. Family Life Careers

CHILD
DEVELOPMENT

CHILD DEVELOPMENT
LEVEL I

COMPETENCIES: I. Accept the child as an individual.
II. Acquire basic child care skills.

CONCEPTS	OBJECTIVES
I. The Child as an Individual	I. The Child as an Individual The student will:
A. Areas of Development 1. Physical 2. Mental 3. Social 4. Emotional	A. List areas of development.
B. Developmental Stages 1. Infants 2. Toddlers 3. Preschool	B. Identify developmental stages of early childhood.
II. Babysitting	II. Babysitting The student will:
A. Qualities of a Good Babysitter 1. Maturity 2. Sense of Responsibility	A. Describe qualities of a good babysitter.
B. Child Care Skills 1. Establishing rapport 2. Feeding 3. Diapering & clothing 4. Entertaining 5. Guidance & Discipline 6. Safety 7. Solving problem situations a. illness b. emergencies c. behavior problems	B. Identify basic child care skills.
C. Job Skills 1. Finding a Job a. friends b. neighbors c. relatives d. media 2. Employee-Employer Relationships a. wages b. hours c. transportation 3. Individual Family Policies	C. Explore job procurement skills

CHILD DEVELOPMENT
LEVEL I

CONCEPT I. THE CHILD AS AN INDIVIDUAL

OBJECTIVE I. A. THE STUDENT WILL LIST AREAS OF DEVELOPMENT.

LEARNING ACTIVITIES & RESOURCES

HANDOUT/BULLETIN BOARD - Use symbols to represent the five areas of development and define what each means. (Included in this guide, refer to objective III. A. Family Living.)

WORKSHEET/PARENT INVOLVEMENT - Have student complete with parents, "When Did I..." Students can compare with each other after completion.

WORKSHEET - Have students pick out a special little friend within the community to study, then have them complete, "My Little Friend".

BULLETIN BOARD - Have students bring in a picture of themselves from the age of five or below. Display on the bulletin board and have a contest to see who can match the most pictures with the students in the class.

FURTHER ACTIVITIES

SCHOOL INVOLVEMENT/FHA-HERO - Hold a school contest, perhaps FHA-HERO sponsored, using pictures of teachers, team, or student council. Display pictures on a bulletin board and have students match the pictures to participants.

REFERENCES

TEXTBOOK - Parenting A Guide for Young People, Revised Edition, New York : Oxford Book Company, c1983.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall, c1985.

TEXTBOOK - Relationships A Study in Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984

TEXTBOOK - Child Development: Parenting & Teaching, Ohio: South-Western Publishing, c1986, $14.95

STUDENT ACTIVITY GUIDE - Child Development: Parenting & Teaching, Ohio: South-Western Publishing, c1986, $4.55

TEXTBOOK - The Developing Child, Third Revision, Illinois: Bennett & McKnight Publishing Co., c1980

TEXTBOOK - Parenting & Children, Massachusetts: Ginn & Co., c1984

TEXTBOOK - The Caring Parent, Illinois: Bennett Publishing, c1983

TEXTBOOK - Parents and Their Children, Illinois: Goodheart-Willcox, c1985

TEXTBOOK - See How They Grow, California: Glencoe Publishing, c1982

"WHEN DID I . . ."

A. SAY MY FIRST WORD?

____

B. ROLL OVER?

____

C. SIT UP?

____

D. GET MY FIRST TOOTH?

____

E. START TO CRAWL?

____

F. START TO WALK?

____

G. GET OUT OF DIAPERS AND INTO BIG GIRL/BOY PANTS?

____

H. START DRINKING FROM A CUP?

____

I. START FEEDING MYSELF?

____

J. START DRESSING MYSELF?

____

K. STOP NEEDING MY PACIFIER, BLANKET. BOTTLE, TEDDY BEAR OR WHATEVER?

____

L. TIE MY OWN SHOES?

____

MY LITTLE FRIEND

Name ________________

NAME: ____________________ AGE: ___ BIRTHDATE: _____

PARENTS OCCUPATIONS: ____

NUMBER OF BROTHERS & SISTERS: _____ THEIR AGES: _______

PHYSICAL DEVELOPMENT

SOCIAL DEVELOPMENT

EMOTIONAL DEVELOPMENT

INTELLECTUAL DEVELOPMENT

MORAL DEVELOPMENT

CHILD DEVELOPMENT
LEVEL I

CONCEPT I. THE CHILD AS AN INDIVIDUAL

OBJECTIVE I. B. THE STUDENT WILL IDENTIFY DEVELOPMENTAL STAGES OF EARLY CHILDHOOD.

LEARNING ACTIVITIES & RESOURCES

HANDOUTS/WORKSHEETS - Go through the stages of development by either using the completed handouts, or delete what is under each heading so that students must complete. May help them to remember and understand more readily, if they write rather then just listen. (Included in this guide.)

RE-EVALUATE - Have students go back and re-evaluate the handout, "My Little Friend". They may want to make additions or corrections. Discuss and compare the children of same age groups. Do they see similarities or differences? Can they account for the differences? Are they able to draw any conclusions about the similarities they see? (Included in this guide, refer to objective I.A. Child Development.)

GAME - Have students play "Ages and Stages". Forecast for Home Economics, December 1981.

BULLETIN BOARD - Have students bring in a picture of their little friends and display on a bulletin board. Compare pictures as to physical development characteristics.

SMALL GROUP/BRAINSTORM/DISCUSSION - Have students work in pairs to brainstorm for a list of ideas one could use to stimulate a child's emotional, social, physical, intellectual, and moral development. Example: Take a child to a library for story hour — stimulates intellectual development. May also want to divide groups into different age catagories. Discuss as a large group.

ROLE PLAY - Have students role play different situations involving the child and care giver. Discuss the child's feelings, how the child's stage of development is involved, what differences would be seen if the child were either older or younger then the given situation. (Included in this guide.)

PROJECT/DISCUSSION - Have students tackle a project such as drawing, coloring, or cutting out something intricate with the hand that they normally do not use. One may want to have a time limit. Discuss the frustrations they experienced, and relate this to the frustrations children experience when they are asked to do something that developmentally they are not able to do. If using a time limit, compare it to times children are told to hurry.

FURTHER ACTIVITIES

FIELD TRIP/WORKSHEETS - Have students visit a daycare center or preschool and complete observation sheets. One may want to plan for more then one visit so students are able observe all areas of development, or students may be divided into small groups that record only one or two areas of development. Strive for less interaction with the children and more observation time at this stage of the unit. Visit with teacher or manager of centers in advance, so they can plan special activities that will bring out different areas of development. (Included in this guide.)

ESSAY/ROLE PLAY - Have students write a creative essay on their life as an infant, one, two, three, four, or five year old. Through this essay they must convey what each is specifically doing at the particular age group they are portraying. Have the student write from the standpoint of actually being the child. Grade on creativity, accuracy in portraying the developmental stages, spelling, grammer, and neatness. (May combine with an English writing assignment.)

REFERENCES

TEXTBOOK - Relationships A Study in Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall, c1985.

TEXTBOOK - Parenting A Guide for Young People, Revised Edition, New York: Oxford Book Company, c1981

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FILMSTRIP - Child Development: The Preschool Years, New York: Guidance Associates, Set of 2 filmstrips - $109

FILMSTRIP - Emotional & Social Growth in Children, "What Do I See When I See Me?", New York: Guidance Associates, Set of 5 filmstrips - $539 or $149 each

BOOK - The First Twelve Months of Life: Your Baby's Growth Month by Month, California: Home Economics School Services,
$4.95 pb (Bantam)

FILMSTRIP - Child Development: The Pre-School Years, California: Career Aids, Set of 2 filmstrips - $109

SOFTWARE - Normal Growth & Development: Performance Prediction, California: Career Aids, Set of 4 - $140 or $39.95 each (Apple)

SOFTWARE - Normal Growth & Development: Vocabulary, California: Career Aids, Set of 5 - $140 (Apple)

SOFTWARE - Child Development Game Format Study Aid, California: Career Aids, $55 (Apple)

HOW WE DEVELOP

YOUNGER INFANTS (0-6 MONTHS)

PHYSICAL (size, motor movement)

Starts helpless
Lifts head when lying on stomach (1-2 months)
Lifts chest when lying on stomach (3-4 months)
Rolls over (4-5 months)
Sits alone (5-6 months)
Reaches out and grasps (6-7 months)

SOCIAL (getting along with others)

Begins to smile
Shows fear of strangers
Enjoys peek-a-boo game

EMOTIONAL (feelings)

Coos and laughs
Babbles
Cries when uncomfortable

INTELLECTUAL (thinking)

Follows sounds and movement
Recognizes faces
Distinguishes between friend and strangers

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.

HOW WE DEVELOP

OLDER INFANTS (6-12 MONTHS)

PHYSICAL (size, motor movement)

Transfers objects from hand to hand

Begins to creep (7-8 months)

Begins to get teeth (7-8 months)

Stands alone (9-10 months)

Begins to walk (10-12 months)

SOCIAL (getting along with others)

Enjoys getting attention by playing dropping games

Holds out arms to be picked up

Responds to parents moods and emotions

Likes to watch other children play

EMOTIONAL (feelings)

May be easily frightened

Shows dislikes in some foods or when taken from a toy or activity he/she enjoys

INTELLECTUAL (thinking)

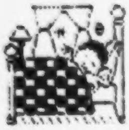
Says a few words

Understands a few verbal commands, such as "no"

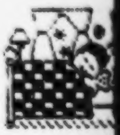
Begins to feed self

Gets into everything, exploring

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.



HOW WE DEVELOP



TODDLER (12-16 MONTHS)

PHYSICAL (size, motor movement)

Runs
Can throw a ball
Can stack blocks
Can scribble
Develops large muscles
Starts to be toilet trained

SOCIAL (getting along with others)

Imitates others
Begins to enjoy playing with other children
Interested in people
May have imaginary friends

EMOTIONAL (feelings)

Likes to be read to
Uses temper tantrums
Impulsive
Easily frustrated

INTELLECTUAL (thinking)

Learns to put words into sentences
Learns to cope with his/her environment by experimenting
Asks many questions, "Why" is asked

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.

HOW WE DEVELOP

PRESCHOOLER (3-5 YEARS)

PHYSICAL (size, motor movement)

Can ride a tricycle
Can dress him/herself
Learns to skip, rollerskate, assemble puzzles, and color

SOCIAL (getting along with others)

Becomes cooperative
Plays beside others (3 years), plays with others (4 years)
Plays in groups (5 years)
Makes friends
Becomes more independent

EMOTIONAL (feelings)

Gets angry easily and may kick to show anger
Is proud of abilities, brags
May develop fear of animals, dark, water, etc.
Learns to control temper and cope with some problems

INTELLECTUAL (thinking)

Uses longer sentences, talks a lot (chatterboxes)
Learns by playing
Interested in simple counting
Can recognize pennies, nickels, and dimes

Adapted from: North Dakota Junior High Home Economics Curriculum Guide

ROLE PLAY: CHILD & CARE GIVER

A. Ginny is four and just learning to tie her shoes. She stills needs about fifteen minutes before she has them tied successfully. Her mother is baking cookies and must run to the store because she has used up all of the eggs. She is telling Ginny to hurry.

B. Roger just started to take his first few steps the last few days. His brother is trying to get him to walk all the way to his favorite teddy bear. Every time he almost reaches it, Mark moves it out of range and encourages Roger to keep coming. This has been going on for several minutes. Roger is getting frustrated.

C. Linda and Bill delayed having children until they could financially afford it, so they have a beautiful house and lots of expensive accessories. Linda refuses to place anything that might break out of two year old, Jenny's, reach. Jenny tries to touch everything and mom is always scolding her and slapping her fingers. Jenny gets frustrated.

D. Darin is being potty-trained at the age of 20 months, since both his sisters were trained when they were that age. When he has an accident, which he often does, his sisters tease him about being a baby. (They are three and four.) Darin feels bad and usually starts crying.

E. Mealtime is never a fun relaxing time in the Anderson household anymore. Andrew is being taught to eat with a spoon, rather then his fingers. (Andrew is just a year old.) Everyone seems to be yelling. First at Andrew, reminding him to use his spoon, then the other children are yelling for their parents to stop Andrew from screaming and crying, then the parents are scolding the children for yelling at the table.

OBSERVATIONS

Name ________________

CHILD OBSERVED: ____

AGE OF CHILD OBSERVED: ____

HOW DID CHILD INTERACT WITH OTHER CHILDREN?

RECORD WORDS AND SENTENCES YOU HEARD CHILD USE:

HOW DID CHILD RESPOND TO DIRECTIONS GIVEN?

WHAT WAS CHILD PHYSICALLY ABLE TO DO BY HIM/HER SELF?

HOW DID CHILD RESPOND EMOTIONALLY TO FRUSTRATION, EXCITEMENT, DISCIPLINE, NEW ACTIVITIES OR PEOPLE?

PAGE 2

WHAT INTELLECTUAL DEVELOPMENT WERE YOU ABLE TO OBSERVE?
(Example - counting, reading, abc's)

WHAT ACTIVITY DID CHILD SPEND MOST TIME WITH?

RECORD WHAT A CHILD DID WITHIN A THREE MINUTE TIME SPAN WHEN NOT DOING A STRUCTURED ACTIVITY:

OTHER INTERESTING OBSERVATIONS:

CONCEPT II. BABYSITTING

OBJECTIVE II. A. THE STUDENT WILL DESCRIBE QUALITIES OF A GOOD BABYSITTER.

LEARNING ACTIVITIES & RESOURCES

INTRODUCTION - Read "A Bill of Rights For Children". Ask students if this bill of rights relates to the responsibilities of a babysitter, if so, how? (Included in this guide.)

BRAINSTORM - Have students brainstorm, What makes a good babysitter? What qualities does a babysitter have to have?

WORKSHEET - Have students complete, "Am I a good babysitter?" Stress the importance of maturity and the sense of responsibility. (Included in this guide.)

DISCUSSION - Discuss babysitting as a business or a job, one that stresses responsibility, one that needs to be taken seriously and professionally, and one that includes basic babysitter's rights.

WRITTEN ACTIVITY - Have students brainstorm and compile a list on what they would need to do before they could go into the business of babysitting. Stress one needs first of all to be qualified, has to have a market - which includes advertising and price setting, and must satisfy the customer to stay in business. Teach the rest of the babysitting unit in that order, starting with becoming a qualified sitter.

NEEDS ASSESSMENT - Have students fill out babysitting needs assessment for becoming a qualified sitter. Evaluate which areas students feel the most insecure. Use this to devise a unit plan. (Included in this guide.)

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SOFTWARE - New Baby Care, California: Career Aids, $34.95 (Apple)

A CHILD'S BILL OF RIGHTS

WE BELIEVE THAT EVERY CHILD HAS THE FOLLOWING RIGHTS:

- To be wanted and planned for by the parents.
- To be reared by parents who have been trained in the skills of parenting.
- To be provided with the best possible environment in which to grow and develop in the uterus of the mother. (This refers to the period between conception and the actual birth.)
- To be provided with the proper nutrition. (This applies also to the nutrition of the mother during the period of pregnancy.)
- To be protected against injuries, to the extent that they can be prevented by reasonable care and foresight.
- To live in an uncrowded, peaceful, clean, secure home.
- To have clean clothing, suitably adapted to the weather, and adequate sanitary facilities.
- To receive warm, loving, patient and skillful care by parents.
- To receive a large number and variety of learning experiences, including opportunities to explore the environment within reasonable limits.
- To be protected against abuse and neglect. If parents cannot or will not meet reasonable standards in this respect, then the agencies of society must step in to do whatever is necessary to correct the mistreatment.

"AM I A GOOD BABYSITTER?"

Circle the answer that best describes how you feel.
Y - Yes
N - No
? - Not Sure

Y N ? 1. YOU ENJOY BABYSITTING BECAUSE YOU LOVE CHILDREN.

Y N ? 2. BABYSITTING IS SIMPLY ANOTHER WAY TO EARN MONEY.

Y N ? 3. WHEN BABYSITTING, IT'S O.K. TO SPEND HOURS ON THE PHONE VISITING A FRIEND.

Y N ? 4. BABYSITTING IS A VERY IMPORTANT RESPONSIBILITY.

Y N ? 5. BABYSITTING IS THE PERFECT TIME TO HAVE A FRIEND OVER FOR A NIGHT OF VISITING.

Y N ? 6. BABYSITTING IS AN EASY WAY TO EARN EXTRA MONEY.

Y N ? 7. BABYSITTING DOES NOT REQUIRE THAT YOU HAVE ANY CHILD CARE EDUCATION.

Y N ? 8. BABYSITTING REQUIRES ALOT OF LOVE AND PATIENCE.

Y N ? 9. BABYSITTING IS A TIME WHEN YOU GET TO MAKE THE RULES AND SEE THAT THEY ARE OBEYED.

Y N ? 10. BABYSITTING IS A SATISFYING JOB TO DO.

Y N ? 11. BABYSITTING REQUIRES ONE TO BE ON THEIR BEST BEHAVIOR, BECAUSE CHILDREN USE BABYSITTERS AS ROLE MODELS.

Y N ? 12. BABYSITTING SHOULD FIRST BE SEEN AS A JOB, AND SECONDLY, AS A WAY TO RELATE TO CHILDREN.

BABYSITTING NEEDS ASSESSMENT

AM I A QUALIFIED SITTER?

Circle the response that most correctly identifies your qualifications as a babysitter.

Y - Yes, very knowledgable.
? - Questionable, have some knowledge.
N - No, don't have any knowledge.

Y ? N 1. Feeding a baby.

Y ? N 2. Diapering a baby.

Y ? N 3. Clothing a baby or small child.

Y ? N 4. Dressing a wound or cut.

Y ? N 5. Contacting emergency services.

Y ? N 6. CPR - Cardiac Pulmonary Resuscitation techniques.

Y ? N 7. Aiding a choking victim.

Y ? N 8. Treating a bad fall.

Y ? N 9. Positive discipline ideas.

Y ? N 10. How to get a babysitting job.

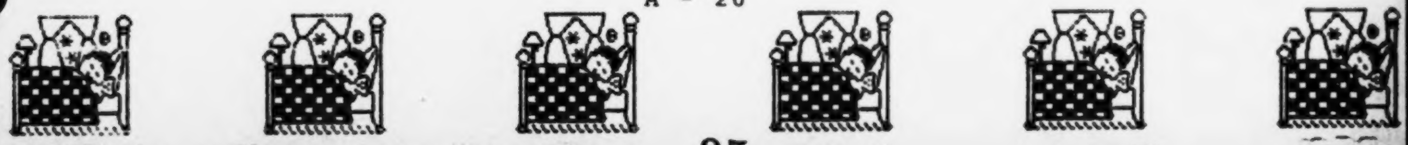
Y ? N 11. Expectations of differenct age groups.

Y ? N 12. Treating accidental poisoning.

Y ? N 13. Entertaining children.

Y ? N 14. Handling temper tantrums.

Y ? N 15. Common safety hazards, and watching for them.



CONCEPT II. BABYSITTING

OBJECTIVE II. B. THE STUDENT WILL IDENTIFY BASIC CHILD CARE SKILLS.

LEARNING ACTIVITIES & RESOURCES

ROLE PLAY - Have students explore how they would establish rapport with children through role play. They may be able to come up with other situations from past experiences. (Included in this guide.)

GUEST SPEAKER - Have a guest who has an infant present a lesson on holding, feeding, diapering and clothing a baby. Have cloth dolls and diapers available for practice.

BRAINSTORM/WORKSHEET - Have small groups of students brainstorm and list methods for entertaining different age group children, referring to the previous handouts, "How We Develop". Compile and complete worksheets as a total group. May want to test, teach or play entertainment methods.
(Included in this guide.)

WORKSHEET - Have students complete "Intellectually Speaking". (Included in this guide.)

PROJECT/WORKSHEET - Have students develop and construct an original item or activity for entertainment. They must consider cost, age suitability, safety, and educational value. Complete, "Entertainment Project" along with the item itself. As a group show, tell, and play with after completion. May want to set a limit on cost of project. (Included in this guide.)

DISCUSS - Toy safety — what to look for in a toy. Have students choose a toy to bring to class and evaluate as to whether it is a safe toy or and unsafe toy, and why it is safe of unsafe.

DISCUSS - Have students evaluate a toys educational value.
What does the toy help develop, and which area of development does it benefit? May want to borrow pre-selected toys from a store.

WORKSHEET - Have students complete worksheet regarding toy research. (Included in this guide.)

WORKSHEET - Have students complete, "A Toy for My Little Friend". (Included in this guide.)

PROJECT - Have students organize a babysitting kit or file compiling the information learned in class. Stress the importance of keeping and taking this kit or file with them when babysitting. To make it more professional, you may title it a babysitting briefcase.

WORKSHEET/DISCUSSION - Have students complete "A Child Needs Discipline ... What Will I Do?" After completion discuss the advantages/disadvantages of the methods of discipline choosen for each situation. Stress what should and should not be done when disciplining. (Included in this guide.)

BRAINSTORM - Have students compile a list of safety hazards to watch for when babysitting. What can they do in regards to safety when babysitting?

GUEST SPEAKER - Have a guest speaker in to speak on safety in relation to children. Have guest instruct students on basic safety procedures and give students time to practice with the professional. What to do when choking, how to dress a wound, what to do if someone stops breathing, what if poison is swallowed, how to handle bad falls, etc. May need more then one day. Contact county health nurse, fire station, red cross, medical clinic, or ambulance service to obtain a qualified speaker.

PROJECT - Compile a small booklet on safety procedures learned in class. Organize and alphabize booklet in such a way that one can quickly refer to it in an emergency. Have students keep information in their babysitting kit or file.

GUEST SPEAKER - Have a day care specialist visit the class and discuss various behavior problems and emergencies, and how they effectively handle the situations.

ROLE PLAY - Have students role play various problem situations regarding illness, emergencies, and behavior problems. Discuss the reactions and what one should or should not do.

FURTHER ACTIVITIES

PARENT INVOLVEMENT - Have a panel of parents in to discuss what they admire or like in a babysitter, and what they see as shortcomings in babysitters.

SURVEY/PARENT & COMMUNITY INVOLVEMENT - Have students compile a survey based on babysitting needs, babysitter expectations, babysitter positives and negatives, etc. Students can then use the survey throughout the community to see what the needs and wants of the community are.

MINI PLAYSCHOO1/COMMUNITY INVOLVEMENT - Conduct a mini playschool so that students have an opportunity to interact with young children as supervisors in a structured setting.
One may simply do a story hour one day, art the next, song games and a snack one day, free play, etc. One could structure it so that it only lasted one or two weeks, for one or two hours a day or every other day. Give students much of the responsibility in planning and carrying out activities.

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ROLE PLAY: ESTABLISHING RAPPORT

#1 - Susan is babysitting for the Christensons for the first time. Their daughter, Stephanie, does not want her parents to leave and is throwing a temper tantrum. Stephanie is three years old.

#2 - Jim is babysitting for Johnsons, who are new in town. They have two children, Bobby is a baby and Travis is four years old. When Jim arrives the baby is sleeping and Travis is hiding behind his parents. They say that Travis is extremely shy.

#3 - Robin arrives at her babysitting job ahead of schedule, but finds out the parents left a few minutes early. The three children, two boys and one girl, ages seven, six and four, begin to wildly show off by jumping on the furniture, running, and screaming.

#4 - Janie arrives at her babysitting job expecting only two children, but the neighbor across the street decided to go shopping with Mrs. Olson. As they hurry past Janie they call out, "We'll pay you extra. Be home around 5 p.m." Janie now has five children to care for, three girls and two boys. Two of the girls are six, a boy and a girl are five, and a boy, three.

#5 - Everything went just fine when Victor met the two boys he is caring for. Now that their parents are gone they have began fighting and arguing. When Victor tries to stop them they say, "We don't have to listen to you. We hate you!" The boys are seven year old twins.

ENTERTAINMENT

SELECT METHODS OF ENTERTAINMENT THAT WOULD BE MOST APPROPRIATE FOR THE VARIOUS AGE LEVELS. LIST THREE TYPES OF ENTERTAINMENT FOR EACH AGE GROUP.

INFANT

ONE YEAR OLD

TWO YEAR OLD

THREE YEAR OLD

FOUR YEAR OLD

FIVE YEAR OLD

INTELLECTUALLY SPEAKING

Name ____________________

From the list below, choose four activities and describe how they promote intellectual growth.

ACTIVITY LIST

Reading a story
Printing their name
Learning their ABC's
Learning their colors
Watching Sesame Street
Painting a picture
Riding a big wheel
Playing Hide and Seek
Playing The Farmer in the Dell

ACTIVITY ONE:

ACTIVITY TWO:

ACTIVITY THREE:

ACTIVITY FOUR:

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.

ENTERTAINMENT

PROJECT

PROJECT NAME:

COST OF PROJECT: MATERIALS NEEDED:

WHAT AGE IS THIS TYPE OF ENTERTAINMENT SUITABLE FOR:

WHAT DEVELOPMENTAL AREAS WILL BENEFIT, AND IN WHAT WAY:

BRIEF EXPLANATION OF HOW TO PLAY OR USE:

Toy to be researched:____

Features I am looking for:	Item 1	Item 2	Item 3
Safety: 1.			
2.			
Durability: 1.			
2.			
Care: 1.			
2.			
Appeal: 1.			
2.			
Appropriateness: 1.			
2.			
Educational Value: 1.			
2.			
Cost			

My choice:____

My reasons:____

(Adapted: Rebecca Fahy, Jim Hill Junior High, Minot)

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.

Name____________________

A Toy for My Little Friend

Objective: To gain awareness of varying costs and quality features involved in buying toys for a child.

Directions:

1. Decide for whom you will be selecting a toy. Give the child's age and a description of abilities and interests.
2. Select a specific toy for this child, such as: ball, puzzle, or game.
3. In selecting toys for children, these seven characteristics need to be considered: safety, durability, care, appeal, appropriateness, educational value, and cost. For each characteristic, identify two specific features to evaluate as you select this toy.
4. Go to a store or look in a catalog for this toy. Check the item for the features you listed. Make note of the cost. Compare at least three items and list your findings.
5. Decide on the item you would buy. List your reasons.

Child's Description:

Name____

Age____

Abilities:

Interests:

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.

A CHILD NEEDS DISCIPLINE..

WHAT WILL I DO?

#1 - Jimmy has just hit his little sister and is claiming he did it because she kicked him. Jimmy is four and sister is five.

#2 - Lisa and her friend Jill were just found with a bottle of Lisa's mother's nail polish. They have spilled it on the bedspread. Both are four.

#3 - Julie just talked back at you after you requested that she start getting ready for bed. Julie is five.

#4 - Freddie just came running into the house leaving muddy tracks all across the carpet. Freddie is five and had been told to wipe his feet.

#5 - Jennifer has just been found in her room drawing all over the walls with crayons. She is three.

#6 - While playing with the neighborhood boys outside, Johnny gets into a fight. The two neighbor boys come and tell you about it. Boys are around five years of age.

#7 - Pam is found digging through her mother's drawers. When requested to stop she keeps right on and says, "My mom lets me do it.' Pam is four.

#8 - Faith and Scott have been put to bed at the time that their parents requested, which was eight o'clock. Faith has been up and down since that time wanting this or that, it is now past eleven. Faith is five and she has kindergarten tomorrow.

#9 - Gene and Kyle have been playing the game "Candyland" with their sister, Susie. Kyle, who is seven, is behind so he tips the board over. This angers Gene and Susie.

#10 - Jamie and her two friends are playing "Uno", you notice that Jamie purposely cheats so that her friend has to draw more cards. Jamie is seven.

CHILD DEVELOPMENT
LEVEL I

CONCEPT II. JOB SKILLS

OBJECTIVE II. C. THE STUDENT WILL EXPLORE JOB PROCUREMENT SKILLS.

LEARNING ACTIVITIES & RESOURCES

BRAINSTORM/DISCUSSION - Working in small groups have students list the ways in which one could find a babysitting job. Compile lists and discuss.

WRITTEN ACTIVITY - Have students write an ad for a newspaper that advertises their skills as a babysitter and their wish for a job.

DISCUSSION - How to set a wage, how to let the employer know what you do charge for babysitting, what you will do for the wage you set, if there are extra things you wouldn't mind doing if the employer wants to pay you more, how you intend to get to and from your job as babysitter, how to handle an inconsiderate employer, and what to do if your employer takes advantage of you financially.

DISCUSSION - Have students discuss how they should handle themselves regarding individual family policies, even when they don't agree with the policies. Which policies are important to find out about before your first job with your employer?

GUEST SPEAKER - Have a child-care professional speak to the class on the child-care profession; it's opportunities, rewards, responsibilities, shortcomings, legalities, and financial aspects.

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Oxford Book Co., Inc., 11 Park Place, New York, NY 10007

Pleasantville

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

CLOTHING
and
TEXTILES

CLOTHING & TEXTILES
LEVEL I

COMPETENCIES:
- I. Examine the influences on Ready-to-Wear selection.
- II. Construct a project.
- III. Demonstrate clothing care techniques.
- IV. Summarize clothing and textiles careers.

CONCEPTS	OBJECTIVES
I. Buying & Selecting Ready-To-Wear	I. Buying & Selecting Ready-to-Wear The student will:
A. Values & Attitudes 1. Social influences 2. Appropriateness	A. Describe how values and attitudes affect ready-to-wear selections.
B. Style 1. Line 2. Color	B. Examine the importance of style in ready-to-wear selections.
C. Wardrobe 1. Inventory & planning 2. Storage 3. Budget	C. Identify influences on wardrobe selection.
D. Shopping 1. Labels & hang tags 2. Comparison	D. Describe consumer shopping skills.
II. Construction	II. Construction The student will:
A. Equipment 1. Machine 2. Hand tools	A. Demonstrate equipment use.
B. Project Selection	B. Select a project.
C. Techniques 1. Pattern use 2. Layout 3. Cutting 4. Marking 5. Pressing	C. Adapt construction techniques to project.
III. Clothing Care	III. Clothing Care The student will:
A. Maintenance 1. Laundry 2. Ironing/pressing 3. Storage 4. Dry cleaning	A. State principles of clothing maintenance.
B. Simple Repairs 1. Patching 2. Mending	B. Apply repair techniques.

IV. Clothing & Textiles Careers	IV. Clothing & Textiles Careers The student will: List clothing and textiles careers.

CONCEPT I. BUYING & SELECTING READY-TO-WEAR

OBJECTIVE I. A. DESCRIBE HOW VALUES AND ATTITUDES AFFECT READY-TO-WEAR SELECTIONS.

LEARNING ACTIVITIES & RESOURCES

DISCUSSION/COLLAGE - As a group discuss what favorite things they like to wear and why. Then have students make a collage that depicts the things they like to wear.

WRITTEN ACTIVITY/DISCUSSION - Have students number a paper from one to ten or fifteen. As you show them selected pictures of people dressed in various ways, have them write down one word that describes what that person depicts to them. Afterwards discuss the reasons why they wrote the word they did.

HANDOUT - Have students complete "Clothing Talks", by viewing selected pictures of people dressed in various ways. Compare views. (Included in this guide.)

HANDOUT - Have students complete "What Would I Wear" by finding pictures to show how they would dress in a variety of situations. (Included in this guide.)

HANDOUT - Have students complete "Do We Judge By A Person's Cover?" (Included in this guide.)

INTRODUCTION/SUMMARY - Read, "Dear Abby - Woman claims she's a good book misjudged by her cover". (Included in this guide.)

POSTER - "You Never Get A Second Chance To Make A First Impression"

DISCUSSION - Have the students discuss the statement, You never get a second chance to make a first impression. Have them discuss as a group and reveiw the handout they completed titled, "What Would I Wear..." Have them decide if they are making the impression they want to, wearing the clothes they are. Discuss whether peers influence their choice of clothes. What other things influence clothing choices?

HANDOUT/DISCUSSION - Have students complete "Appropriate - Inappropriate". Discuss as a group after completion. (Included in this guide.)

FURTHER ACTIVITIES

WORKSHEET/PARENT INVOLVEMENT - Have students complete "Your Clothing Message". Parents complete second half of worksheet. Discuss in class.

SCHOOL INVOLVEMENT/FHA INVOLVEMENT - Have class or FHA sponsor a dress-up day, with possible prizes presented to best dressed male, female, and teacher. Discuss as a class if their was a noticable change in behavior of students that dressed up in comparision to students that didn't.

SCHOOL INVOLVEMENT/FHA INVOLVEMENT - Have class or FHA sponsor a week of assorted dress, perhaps in conjunction with a "Spirit Week" or some other occassion that is going on. (Nerd day, Dress-up day, Pajama day, 50's day, 20's day, etc.) Discuss as a class the behavior differences noticed throughout the week, in relation to the type of dress worn.

REFERENCES

TEXTBOOK - ME: Understanding Myself & Others, Illnois : Chas. A. Bennett, c1977.

TEXTBOOK - Family Living, Second Edition, New Jersey : Prentice-Hall, c1985.

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing, c1987

TEXTBOOK - Clothing: Image & Impact, by Jeane Johnson, Ohio: South-Western Publishing, c1983, $12.65

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978

TEXTBOOK - Clothes, Clues, and Careers, Massachusetts: Ginn & Co., c1984

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing Co., c1983

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett Publishing, c1978

TRANSPARENCY/DUPLICATING BOOK - Clothing: Age Cycles & Choices, California: Home Economics School Service, c1980, 12 transparencies, 16 duplicating masters - $12.95 (Milliken)

FILMSTRIP - Clothing Speaks, Illinois: Learning Seed, Set of 2 - $68

GUIDE - The Clothing Consumer Level I compiled by Vicki Miller and Jackie Pope, Office of Public Instruction.

"CLOTHING TALKS"

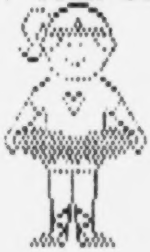
PICTURE #	AGE	OCCUPATION	PERSONALITY	MESSAGE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

WHAT WOULD I WEAR...

. . . TO CHURCH?

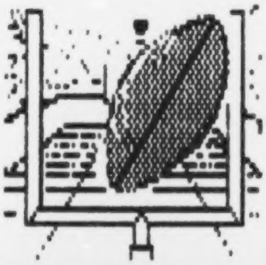
. . . TO SCHOOL?

. . . TO A SCHOOL DANCE?



. . . TO MY PIANO RECITAL?

. . . TO A FOOTBALL GAME?



. . . TO A PICNIC?

DO WE JUDGE

BY A PERSON'S COVER?

DESCRIBE WHAT YOU THINK EACH PERSON MIGHT BE LIKE ACCORDING TO HOW THEY ARE DRESSED.

FEMALE - 18 YEARS OLD - BLACK LEATHER PANTS & JACKET WITH TALL BLACK LEATHER BOOTS MESSAGE:	MALE - 16 YEARS OLD - PALE PINK & WHITE STRIPED TAILORED SHIRT, CRISP WHITE PANTS WITH LAVENDER NARROW TIE MESSAGE:
FEMALE - 14 YEARS OLD - DENIM MINI SKIRT, LONG, HOT PINK, LOOSELY FITTED SWEATER WITH LACY ANKLETS & BOOTIE SHOES MESSAGE:	MALE - 15 YEARS OLD - WORN-OUT, BLEACHED-OUT DENIM JEANS, BLACK T-SHIRT WITH SLEEVES CUT OFF, WORN OUT TENNIS SHOES MESSAGE:
FEMALE - 13 YEARS OLD - WOOL PLAID, MID-LENGTH SKIRT, SHIRT WITH BOW TIED AT NECK, CARDIGAN SWEATER, COLORED OPAQUE HOSE & FLAT SHOE MESSAGE:	MALE - 13 YEARS OLD - 501 JEANS, LARGE BLUE & GOLD FOOTBALL JERSEY, HIGH-TOP TENNIS SHOES MESSAGE:
FEMALE - MID-TWENTIES - TAILORED NAVY & WHITE PIN-STRIPED SUIT, WHITE HIGH COLLARED BLOUSE, NAVY PUMPS MESSAGE:	MALE - MID TWENTIES - SPORT COAT, SHIRT & TIE, COORDINATING CORDUROY PANTS & LOAFERS MESSAGE:

Woman claims she's a good book misjudged by her cover

DEAR ABBEY,

I just read the letter from "On the Outside Looking In," the graduate student who's shy and insecure. He described himself as "nice looking, personable, intelligent, sensitive, with a good sense of humor." Well, I have the same qualities as this male, only I'm 23, not ugly, tall with long blond hair, and I'm female. I also have trouble connecting with members of the opposite sex, but I think it's the way I dress.

I dress like a "biker" -- black leather jacket and black knee high leather boots. Guys, especially the clean-cut ones -- the kind I like -- usually get the wrong impression of me; they think I'm a "tough" girl and they don't bother to talk to me. I'm not tough -- I have very high moral standards. I just like the look of leather.

Very often when my friends and I go dancing at a bar, we get offers from a lot of weirdos who try to pick us up and take us outside to tango in the back seat of their car. Meanwhile, we try to think of a nice, polite way to say, "Leave us alone."

Here's a message for "Looking In": Don't give up. I'd love to meet you, but I know that's impossible because Abby isn't running a dating service. So next time you're at a bar, or walking down the street, if you see a tall blonde in a black leather jacket, please stop and get acquainted.

A NICE LEATHER LOVING GIRL

DEAR GIRL: You say clean-cut guys don't bother to talk to you because you dress in black leather and look like a "biker." The guys whom you call "weirdos," who want to pick you up for immoral purposes, may just *look* like weirdos — their moral standards might be as high as yours.

The way a person dresses is a statement he makes about himself. If you don't want to look like a "tough girl," don't dress like one. And don't you judge another person's character and motives until you get to know him, and if you're lucky, no one will judge you before he gets to know you. But start with yourself.

APPROPRIATE-INAPPROPRIATE

DECIDE WHETHER YOU FEEL THE CLOTHING IS APPROPRIATE OR INAPPROPRIATE FOR THE GIVEN SITUATION, AND WHY. THEN COMPLETE THE LAST SPACE ACCORDINGLY.

A. Jean is at a basketball game dressed in a ultra-feminine, lacy-pastel dress with white pumps.

___ APPROPRIATE ___ INAPPROPRIATE

WHY?

B. John boards the team bus to a basketball game dressed in his worn out sweats and loafers.

___ APPROPRIATE ___ INAPPROPRIATE

WHY?

C. Susan has worn her best wool plaid skirt and coordinating sweater with flats to school.

___ APPROPRIATE ___ INAPPROPRIATE

WHY?

D. Tim has worn corduroy pants with layered shirts under a bright sweater to a school dance.

___ APPROPRIATE ___ INAPPROPRIATE

WHY?

E. Linda has worn a low-cut blouse and tight fake leather mini skirt with booties and anklets to church.

___ APPROPRIATE ___ INAPPROPRIATE

F. Describe a time you felt you were inappropriately dressed for the situation. Explain why you felt that way.

YOUR CLOTHING MESSAGE

How do you see yourself? How do others see you?

DIRECTIONS: Use the following scale to evaluate the message sent by your clothing. Use the left column for a self evaluation and the right column for a parent or other adult's evaluation.

	Seldom	Often	Usually	Seldom	Often	Usually
1. Do you dress appropriately for your age?						
2. Is your overall appearance dressed up?						
3. Is your overall appearance casual?						
4. Is your overall appearance sloppy?						
5. Do the colors of your garments coordinate?						
6. Do the styles of your garments coordinate?						
7. Do you dress suitably for school?						
8. Do you dress suitably for other activities?						
9. Do you select classic clothes?						
10. Do you select sporty clothes?						
11. Do you select clothes following the latest fasion?						

Parent/Adult Signature

CONCEPT I. BUYING & SELECTING READY-TO-WEAR

OBJECTIVE I. B. THE STUDENT WILL EXAMINE THE IMPORTANCE OF STYLE IN READY-TO-WEAR SELECTIONS.

LEARNING ACTIVITIES & RESOURCES

COMPUTER SOFTWARE - Use "Your Ideal Silhouette", to help identify figure faults and illustrate corrective style lines. Your Image, Inc., 824 Layfayette Dr., Akron, OH 44303.

SMALL GROUP - Using colored fabric or paper shirt fronts, have students try the various color selections on each other to see which colors look best with their skin tone.

GUEST SPEAKER - Have a color consultant talk to the class about the influence of color on appearance.

DISCUSSION - Discuss guidelines for choosing clothing to enhance one's best features and camouflage problem areas, by the use of line and color.

WORKSHEET - Have students complete "Self Evaluation - What's Best For Me?" (Included in this guide.)

FURTHER ACTIVITIES

EXTENDED MINI UNIT - Do an short unit on color, the color wheel, color schemes, etc. Teach the color wheel with visual impact by cutting pie-shape pieces from red, yellow and blue clear plastic. With the use of the overhead place the three primary colors down first, then half-way between each primary color place two pie-shaped pieces of each of the primary colors to form the secondary colors. (Place on top of each other.) One can form the intermediary colors the same way, using three pie-shaped pieces of primary colors - two of the primary color that the intermediary color is closest to, and one of the other primary color. Example: Yellow-Orange, use two pieces of yellow and one piece of red. Red-Orange, use two pieces of red and one piece of yellow.

REFERENCES

TEXTBOOK - Steps in Clothing Skills, Illinois: Chas. A. Bennett Publishing, c1978

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing, c1983

TEXTBOOK - Clothes, Clues, & Careers, Massachusetts: Ginn & Co., c1984

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing Co., c1987

TEXTBOOK - Clothing: Image & Impact, by Jeane Johnson, Ohio: South-Western Publishing Co., c1983, $12.95

FILMSTRIP - The Language of Color, California: Home Economics School Service, c1986, Set of 2 - $68 (Learning Seed)

FILMSTRIP - Living Color, California: Home Economics School Service, $54 (Glencoe)

BOOK - Color Me Beautiful, by Carole Jackson, California: Home Economics School Service, c1985, $9.95 pb

BOOK - Color for Men, by Carole Jackson, California: Home Economics School Service, c1984, $19.95

BOOK - Always in Style, by Doris Pooser, California: Home Economics School Service, c1986, $9.95 pb

BOOK - Color Crazed, by Judity Rasband, California: Home Economics School Service, c1983, $2.98 pb

GUIDE - The Clothing Consumer Level I, compiled by Jackie Pope and Vicki Miller, Office of Public Instruction

KIT - Symmetry Color, California: Home Economics School Service, c1985, Set of 1 manual, 26 fabric drapes, 45 p. student activities - $89.95

FILMSTRIP - Color & Clothing, Illinois: Learning Seed, Set of 2 - $68

SOFTWARE - Design Elements & Principles, California: Career Aids, $150 (Apple)

TRANSPARENCY/DUPLICATING BOOK - Clothing: Age Cycles & Choices, California: Home Economics School Service, c1980, Set of 12 transparencies, 16 duplicating masters - $12.95

SELF EVALUATION

WHAT'S BEST FOR ME?

1. My height is: Taller Average Shorter

2. My figure or body is: Full/Large Average Slim/Small

3. My hair is: Dark Medium Light

___ Blonde ___ Red ___ Brown ___ Black

4. My eye color is: Dark Medium Light

___Brown ___Grey ___Blue ___Green ___Hazel

5. My skin tone is: Dark Medium Light

___Brown ___Olive ___Red ___Pink ___Peach ___Yellow

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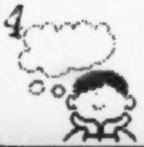
6. Colors best for me are:

7. Colors worst for me are:

8. Clothing lines & styles best for me are:

9. Clothing lines & styles worst for me are:



CONCEPT I. BUYING & SELECTING READY-TO-WEAR

OBJECTIVE I. C. THE STUDENT WILL IDENTIFY INFLUENCES ON WARDROBE SELECTION.

LEARNING ACTIVITIES & RESOURCES

WORKSHEET - Have students complete "My Wardrobe Inventory". (Included in this guide.)

WORKSHEET - Have students complete "Don't Wear - Would Wear". (Included in this guide.)

PROJECT - Have students cut out pictures of accessories or jewelry that they like, then have them decide which garments that they presently have could be worn with the accessories they have choosen. Pictures can be attached to the page under the name of the garment they feel would benefit from the new accessories. Have them key in on the garments that rarely get worn, keeping in mind they may be able to change a garment they have into looking more like a garment they'd like to own. Refer to the worksheet "Don't Wear - Would Wear" to do this project.

PROJECT/WORKSHEET - Have the students choose one or two of their rarely worn garments to accessorize, remodel or change in some way to make it an outfit they would love to wear. Have them figure the cost and time needed to make the changes they plan. Complete "Wardrobe Project Plan". May have students actually carry out their plan if appropriate. Perhaps end the project by having awards for most original, most creative, most economical, most suitable to garment, most suitable to wearer, etc. (Included in this guide.)

BRAINSTORM - Have students bring a garment they rarely wear to class and as a group have students brainstorm ideas that would improve the garment. May choose to work in small groups and pass the garments around the room to each of the groups for the brainstorming session.

DISCUSSION - Discuss how figure, height, weight, skin tone, hair and eye color relate to wardrobe planning and wardrobe changes.

PROJECT/WORKSHEET - Have students refer to worksheet "Don't Wear - Would Wear" and decide on two or three purchases they would like to make from the "Would Wear" column. Have them evaluate and explain in writing why they choose the items they did in relation to their total wardrobe, and what the purchases would cost them. (Included in this guide.)

DISCUSSION - Discuss methods appropriate for storing clothing and accessories.

FURTHER ACTIVITIES

PROJECT/WORKSHEET/PARENT INVOLVEMENT - Have students choose two or three garments in their wardrobe and coordinate them with as many other garments in their wardrobe as possible. Have them complete "Wardrobe Coordinating" worksheet. (Included in this guide.)

PARENT INVOLVEMENT - Have students plan with their parents a wardrobe budget. What purchases or items will their parents pay for, and what items will the student need to purchase?

PROJECT - Have students plan a basic wardrobe for a specific person, in a specific situation, with a specific budget. Use pictures of catalogs and magazines to complete.

REFERENCES

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall, c1985

TEXTBOOK - Changes & Choices, by Ruth B. Abendroth, Illinois: Goodheart-Willcox, c1986

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978

TEXTBOOK - Clothes, Clues, & Careers, Massachusetts: Ginn & Co., c1984

TEXTBOOK - Contemporary Clothes, Illinois: Bennett Publishing, c1983

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett, c1978

TRANSPARENCY/DUPLICATING BOOK - Clothing: Age Cycles & Choices, California: Home Economics School Service, c1980, Set of 12 transparencies, 12 duplicating masters - $12.95

FILMSTRIP/DUPLICATING MASTERS/POSTER - The Learn to Sew Filmstrip Show, California: Home Economics School Service, Set of 4 filmstrips, 12 duplicating masters, 1 poster - $92.50

SOFTWARE - Endless Wardrobe Combinations, California: Career Aids, $24.95 (Apple)

MY WARDROBE INVENTORY

KINDS OF CLOTHS	WHAT I HAVE	WHAT I DONT WEAR	WHAT I NEED	WHAT I WANT

DON'T WEAR – WOULD WEAR

WRITE DOWN THE CLOTHES YOU CURRENTLY OWN BUT RARELY WEAR.	DESCRIBE SPECIFIC CLOTHING YOU WOULD LIKE TO OWN.

WARDROBE PROJECT PLAN

BEFORE STARTING PROJECT

Garment I plan to change:
(May want to sketch)

Specific changes I plan to make:
(May want to sketch)

Equipment & materials needed to carry out my plan:

Estimated time needed for project:

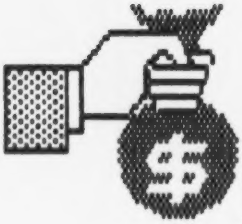
Estimated cost needed for project:
(Itemize)

AFTER COMPLETION OF PROJECT

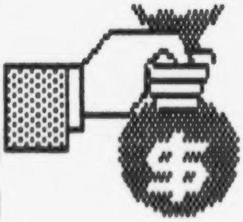
Time the project took:

Actual cost of project:
(Itemize)

COMMENTS: (Did you enjoy project, was cost worth your time, are you satisfied with the results, will you wear the garment now?)



PURCHASES I'D LIKE TO MAKE



A. Purchase #1 - ______________________________

Why?

Estimated cost: __________________

B. Purchase #2 - ______________________________

Why?

Estimated cost: __________________

C. Purchase #3 - ______________________________

Why?

Estimated cost: __________________

WARDROBE COORDINATING

List 2 - 3 garments in your wardrobe and coordinate them with other garments or accessories you currently own. Think of as many "great-looking" combinations as you can!

A. GARMENT #1 - ______________________________

B. GARMENT #2 - ______________________________

C. GARMENT #3 - ______________________________

CLOTHING & TEXTILES
LEVEL I

CONCEPT I. BUYING & SELECTING READY-TO-WEAR

OBJECTIVE I. D. THE STUDENT WILL DESCRIBE CONSUMER SHOPPING SKILLS.

LEARNING ACTIVITIES & RESOURCES

INTRODUCTION/HANDOUT - Have students write a hang-tag for a garment that you display. Conclude with a discussion on what needs to be included on a hang-tag when doing comparision shopping. (Included in this guide.)

PROJECT/FHA INVOLVEMENT OR ACTIVITY - Have students comparision shop for specific clothing or wardrobe items by comparing three or four like items of varying quality and prices. One may choose to run the project like the Montana FHA/HERO consumer profiency event and involve high school FHA members or officers - refer to the Profiency Event Guide.

WORKSHEET - Have students complete "Check These Clues to Find the Best Buy". (Included in this guide.)

WORKSHEET - Have students complete "Alicia Goes Shopping". (Included in this guide.)

DISCUSSION/PROJECT - Introduce students to Consumer Reports, Penny Power, or other consumer product research magazines, by having them research specific wardrobe or accessory items in their school library. Have students write a brief summary of their findings. (May want to combine with a library skills lesson.)

REFERENCES

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall, c1985

TEXTBOOK - Changes & Choices, by Ruth B. Abendroth, Illinois: Goodheart-Willcox Company, c1986

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett, c1978

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing, c1983

TEXTBOOK - Clothes, Clues, and Careers, Massachusetts: Ginn & Co., c1984

POSTERS - 20 Tips for Buying Clothes, California: Home Economics School Service, c1985, Set of 20 - $9.95 (J. Weston Walch)

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing, c1987

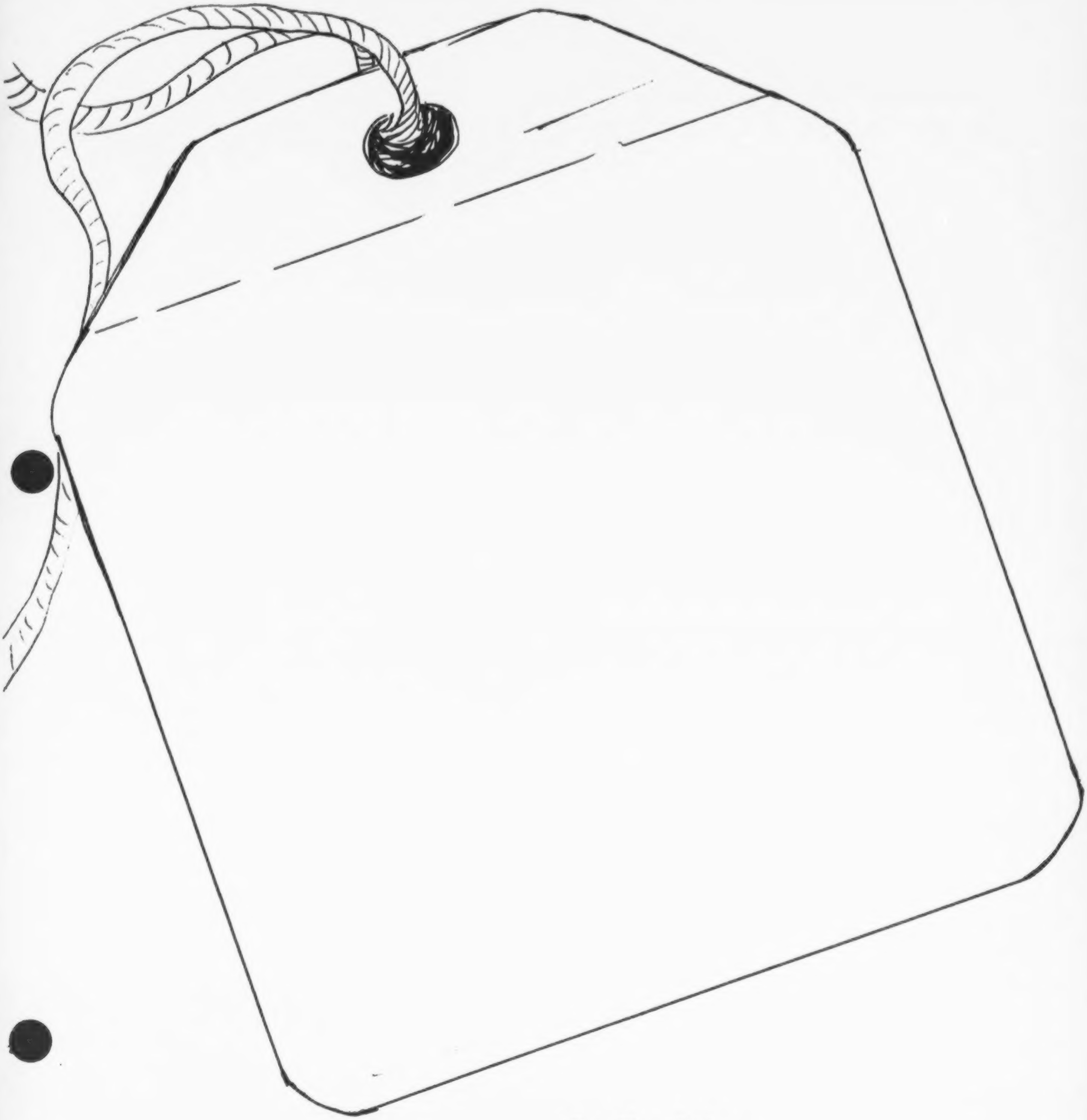
GUIDE - The Clothing Consumer Level I, by Vicki Miller and Jackie Pope, Office of Public Instruction.

HI/LOW ACTIVITY WORKSHEET - Buying & Caring for Clothes, California: Home Economics School Service, c1987, $14.95 (Reading Level - Grade 2, Interest Level - Grade 7 & up)

FILMSTRIP - Clothing: A Consumer's Guide, Illinois: Learning Seed, Set of 2 - $68

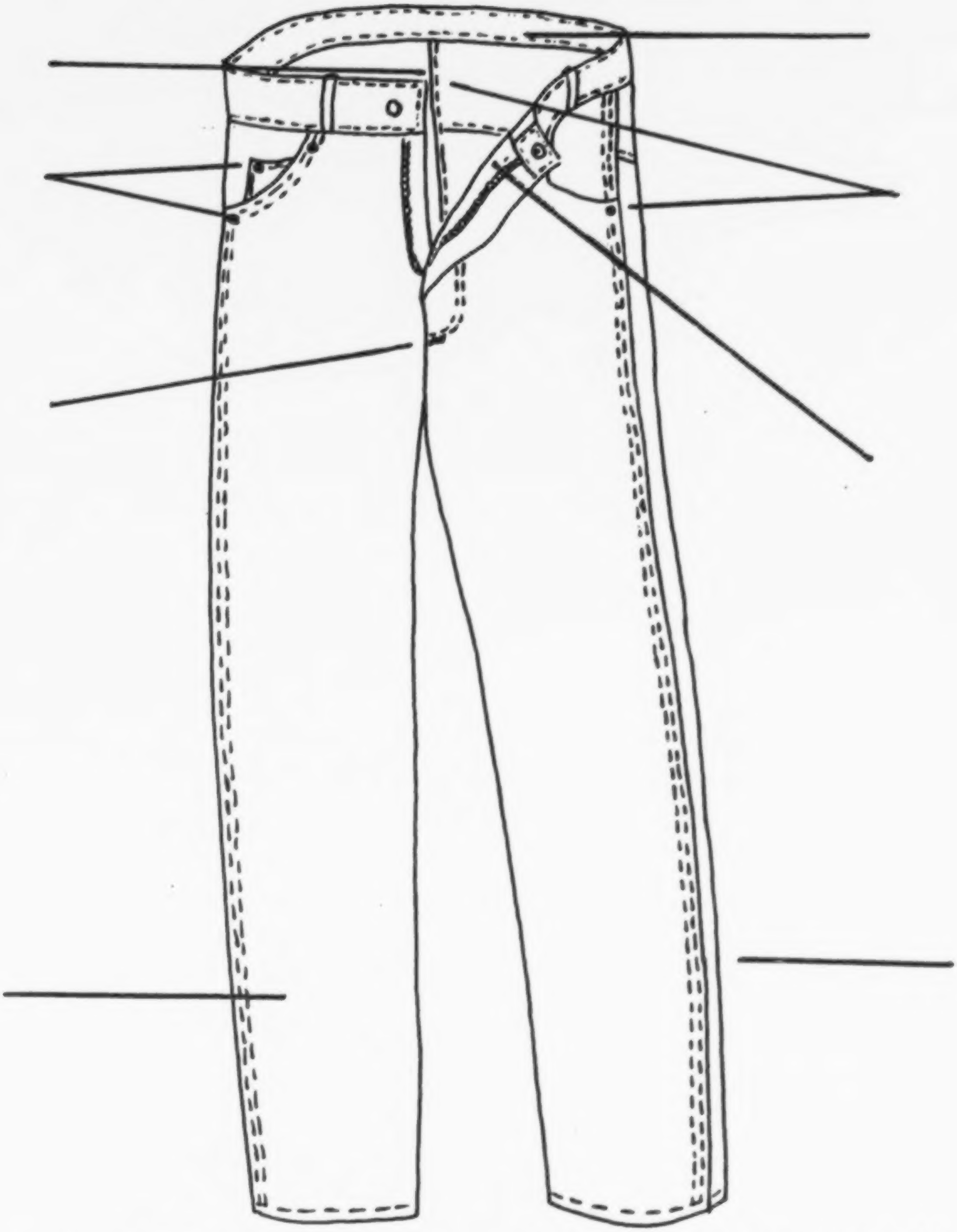
TRANSPARENCY/DUPLICATING BOOK - Clothing: Age Cycles & Choices, California: Home Economics School Service, c1980, Set of 12 transparencies, 16 duplicating masters, - $12.95

WRITE A HANGTAG



CHECK THESE CLUES TO FIND THE BEST BUY

DIRECTIONS: Label the clues shown in the picture.



Reprinted from: The Clothing Consumer Level I by Vicki Miller and Jackie Pope.

Clue #1: Fabric is sturdy weight and firmly woven cotton or a blend of cotton and polyester or nylon.

Clue #2: Double stitching on the side and back seams.

Clue #3: Waistband of two layers of fabric (or more if interfaced), with stitching along the bottom.

Clue #4: Reinforcements of threat bar tacks or metal rivets at places of stress like pocket edges and belt loops.

Clue #5: Style should be appropriate for person and related to cost.

Clue #6: Inside edges are stitched down so they won't fray.

Clue #7: Waistband ends are turned under and stitched down.

Clue #8: Zipper is sewn down at the bottom.

ALICIA GOES SHOPPING

Alicia has received a $20.00 birthday check from her grandmother to assist in purchasing a winter coat. Living on the busline enables Alicia to visit the stores such as specialty, discount, department, manufacturer's outlet, secondhand and a mail order. She knows that this coat must be versatile enough to wear to school, sporting events and dates. Her mother says that Alicia has peaked as far as height and weight, but Alicia is still concerned, especially since she added 2" to her 5'7" height last year! Since Alicia must assume total responsibility for her clothes care, drycleaning is a negative factor as is a light color. With the $20.00 check in hand, plus $30.00 saved from babysitting, Alicia hops on the bus in search of the perfect winter coat.

First stop is Aaron's, a specialty shop with designer labels. A beautiful wrap cashmere coat is spotted. All the desirable construction factors are present and does the wrap style ever look fantastic on Alicia's tall figure! Alicia gasps as she looks at the price tag of $300.00. She recounts her money and promptly jumps back on the bus.

The next stop is the department store with three coat departments -- budget, moderate and better coats. The budget department has several selections for under $50.00. There is a brown corduroy with fake fur collar, loden green polyester fill stadium coat and a burgundy wool tweed with a lining that is pulling at the arms. None of these were very flattering on Alicia, plus she thought the tweed looked like her maiden aunt's! With dismay, Alicia could not find any coats within her price range, however, the moderate section was advertising a buy now-layaway plan. One grey all-weather coat with a wool plaid zip-out lining and matching scarf could be purchased for $90.00 (on sale from $125.00). Checking the hem and buttons, Alicia could see that some repair was necessary. She asked the salesclerk to hold the coat until tomorrow.

The manufacturer's outlet store had nothing in stock in Alicia's size.

The next stop was the secondhand store operated by a hospital charity. The volunteer operating the store was very willing to assist Alicia. Two coats were determined to be possibilities -- a navy wool double breasted classic with excellent construction details but needing a replacement lining (price tag of $10.00) plus a rose-colored down ski jacket (price tag of $20.00).

One more stop! The neighborhood discount store offered several coats under $25.00. One in particular appealed to Alicia, a pale buff pseudo suede. On examination she found that there was not an interlining. Remembering waiting on the bus in zero degree weather, she hung the coat back on the rack and walked back to her house.

DISCUSSION QUESTIONS TO "ALICIA GOES SHOPPING"

1. What are the problems here?

2. What are Alicia's choices?

3. What aspects of quality should Alicia consider in purchasing a coat?

4. What are other alternatives available to Alicia?

5. What should she do?

Adapted from: What To Do Regarding Meeting Personal and Family Textile Needs, August, 1983, Instructional Materials Laboratory, 1885 Neil Avenue, Columbus, OH, 43201.

CONCEPT II. CONSTRUCTION

OBJECTIVE II. A. THE STUDENT WILL DEMONSTRATE EQUIPMENT USE.

LEARNING ACTIVITIES & RESOURCES

GAME - Play the T.V. game, Password, using equipment terms. Have a timer, clue-giver, score-keeper, participants and audience. Winning team stays up, but splits to form two new teams of two students, for a total of four players playing at once. One word clues are given, without the use of proper nouns, or forms of the word being guessed, given. Instead of the usual ten guesses allowed between the two teams, allow only six. Speeds the game up, and also allows time for more students to play. Especially good as a review before a test.

TEST - Give a driving skills test on the sewing machine after students have practiced on paper practice sheets. Give test on a sheet that they have not seen. If they pass the test, issue a sewing machine driver's license. (May want to include passing a written test on machine parts, trouble shooting, and a profiency test on threading a machine and winding a bobbin before issuing their license.)

REFERENCES

TEXTBOOK - Clothes, Clues, and Careers, Massachusetts: Ginn & Co. c1984

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing, c1983

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett, c1978

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing, c1987

FILMSTRIP - Sewing Equipment, California: Home Economic School Services, Set of 2 - $109 (Bergwall)

BOOK - Left-handed Sewing, by Sally Cowan, California: Home Economic School Services, c1984, $9.95 pb

POSTERS - Tips for Better Sewing, California: Home Economic School Services, c1984, $10.95

DUPLICATING MASTERS - 50 Great Sewing Activities, California: Home Economic School Services, $18.95

DUPLICATING MASTERS - Fun With Sewing Vocabulary, by Ruth Rice, California: Home Economic School Services, Set of 26 - $10.95

KIT - The Sewing Series, "Starting to Sew", California: Home Economic School Services, Set of 2 filmstrips, 12 transparencies, 8 duplicating masters, 1 poster, 1 paperback - $138, Total of 6 programs - $785

CONCEPT II. CONSTRUCTION

OBJECTIVE II. B. THE STUDENT WILL SELECT A PROJECT.

LEARNING ACTIVITIES & RESOURCES

PROJECTS/EVALUATIONS - Various student project ideas and evaluation tools are included in this guide.

REFERENCES

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett Publishing, c1978

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Clothes, Clues, and Careers, Massachusetts: Ginn & Co., 1984

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing, c1983

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing, c1987

POSTERS - Tips for Better Sewing, California: Home Economic School Services, c1984, $10.95

DUPLICATING MASTERS - 50 Great Sewing Activities, California: Home Economic School Services, $18.95

DUPLICATING MASTERS - Practical Unisex Sewing Projects, California: Home Economic School Services, c1984, Set of 26 - $10.95

SEWING KITS - Haan Crafts Corp., 625 E. 2nd St., Otterbein, IN 47970. Variety of kits available - stuffed animals, assorted duffle bags, sweats, jackets, shorts, aprons.

SEWING KITS - Pineapple Appeal, 538 Maple Driave, P.O. Box 197, Owatonna, MN 55060. Variety of kits available - sweatshirts.

SEWING KITS - Coats & Clark, Dept. E22, P.O. Box 1010, Toccoa, GA 30577. Variety of kits available - duffle bags, locker caddies.

SEWING KITS - Big Sky Sewing, 805 So. Rodney, Helena, MT 59601. Variety of kits available - duffle bags.

CONCEPT II. CONSTRUCTION

OBJECTIVE II. C. THE STUDENT WILL ADAPT CONSTRUCTION TECHNIQUES TO PROJECT.

LEARNING ACTIVITIES & RESOURCES

PROJECT - If students are working from a kit, such as a stuffed animal, one can have students demonstrate construction techniques or make a sample booklet on basic techniques that are adequate and appropriate to the situation and sewing unit. (Various duplicating masters available in this guide.)

INDIVIDUALIZATION - Individualize student program by planning a complete clothing construction unit. Plan and have available, reading references, visual & media methods, assignment worksheets and instruction packets. Have students plan their course of work with grade contract, test, assignment, and project due dates known in advance. Individualization helps when students come into the program at various profiency levels. Many kits, filmstrips, and visuals available enabling students to work independently. Room, reference materials, and equipment must be organized carefully to enable an individualized program to work with efficiency. (Various duplicating masters available in this guide.)

GROUP PROJECT - Set up a simulated clothing industry - refer to Concept IV. Clothing & Textiles. Enables one to combine concepts and objectives when time is limited.

DISPLAY - Show off finished sewing projects in school display case and title, "It's Sew Easy!"

MODELING PASS - Have students wear completed projects and take a "modeling pass" around to have signed by specified faculty and staff members. Shows off project and gives feedback to students. (Included in this guide.)

REFERENCES

TEXTBOOK - Clothes, Clues, and Careers, Massachusetts: Ginn & Co., c1984

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing, c1983

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett, c1978

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing, c1987

STUDENT ACTIVITY BOOK - Self-Checking Lessons in Clothing Construction, by Bonnie D. Belleau, California: Home Economic School Services, c1983, $12.00

KIT - The Learn to Sew Filmstrip Show, California: Home Economic School Services, Set of 4 filmstrips, 12 duplicating masters, 1 poster - $92.50

FILMSTRIP - Basic Hand Sewing, California: Home Economic School Services, c1983, Set of 3 - $169 (Bergwall)

WORKBOOK - Beginning Sewing Techniques, by March Rudsinski, California: Home Economic School Services, Set of 5 books - $6.50

BOOK - Left-Handed Sewing, by Sally Cowan, California: Home Economic School Services, c1984, $9.95 pb

POSTERS - Tips for Better Sewing, California: Home Economic School Services, c1984, $10.95

DUPLICATING MASTERS - Fun With Sewing Vocabulary, by Ruth Rice, California: Home Economic School Services, Set of 26 - $10.95

DUPLICATING MASTERS - 50 Great Sewing Activities, California: Home Economic School Services, $18.95

BOOKS - The Singer Sewing Reference Library, California: Home Economic School Services, Set of 6 paperbacks - $62.50

BOOK - Sewing Essentials, California: Home Economic School Services, c1984, $9.95 pb

KIT - The Sewing Series, "Get Set to Sew", California: Home Economic School Services, Set of 2 filmstrips, 12 transparencies, 8 duplicating masters, 1 poster, 1 pb - $138, Total of 6 programs - $785

KIT - The Sewing Series, "Taking Shape", California: Home Economic School Services, Set of 2 filmstrips, 12 transparencies, 8 duplicating masters, 1 poster, 1 pb - $138, Total of 6 programs - $785

KIT - The Sewing Series, "Finishing Touches", California: Home Econmic School Services, Set of 2 filmstrips, 12 transparencies, 8 duplicating masters, 1 poster, 1 pb - $138, Total of 6 programs - $785

SOFTWARE - Know Your Pattern, California: Career Aids, $155 (Apple)

SOFTWARE - The Techniques of Sewing Series, California: Career Aids, $300 (Apple)

SOFTWARE - The Pattern Layout Simulator, California: Career Aids, $55 (Apple)

BOOKS - The Singer Sewing Reference Library, California: Home Economic School Services, Set of 6 paperbacks - $62.50

KIT - The Sewing Series, "A Trip to the Fabric Store", Set of 2 filmstrips, 12 transparencies, 8 duplicating masters, 1 poster, 1 paperback - $138, Total of 6 programs - $785

KIT - The Sewing Series, "Planning to Sew", Set of 2 filmstrips, 12 transparencies, 8 duplicating masters, 1 poster, 1 paperback - $138, Total of 6 programs - $785

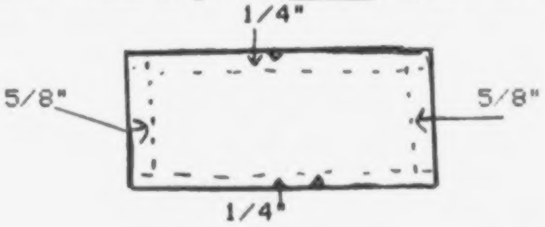
Name ______________________
Period ______________________
Drawer Number ______________________

Duffle Bag Instructions

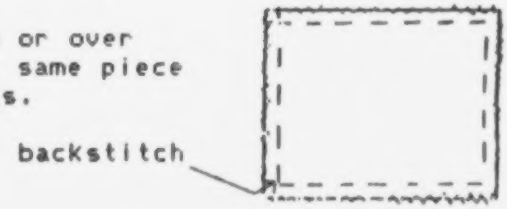
I. Kit includes: Fabric (1 rectangle, 2 circles), 1 long piece of webbing,1 piece of zipper tape, 2 pieces nylon tape, 1 zipper slider, 1 zipper pull, thread.

II. Helpful Hints:
- a. Always use 3/8" seam allowance unless otherwise stated.
- b. Backstitch at beginning and end of all seams.
- c. Place pins perpendicular to stitching line.
- d. Set iron to LOW and DRY settings when pressing.
- e. Check off each step on instruction sheet as you complete it.

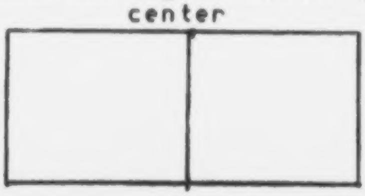
III. Staystitch:
- ☐ a. Sew 1/4" from edge on long sides of bag.
- ☐ b. Sew 5/8" from edge on short sides of bag.



IV. Zig Zag:
- ☐ a. Zig zag close to or over the edges of the same piece on all four sides.

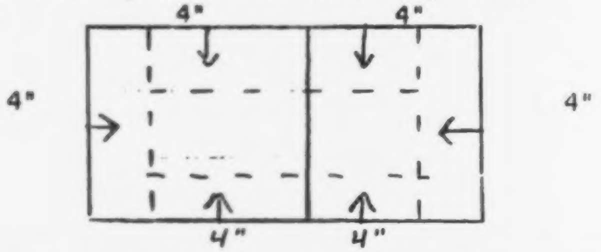


V. Draw lines:
- ☐ a. Shiny side of fabric is right side, rubber side is inside. Find the center of your bag by folding it in half.
- ☐ b. With wax pencil and ruler draw a straight line across the bag at center point.

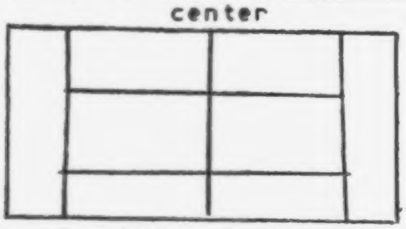


Submitted by: Debbie Sullivan, North Jr. High, Great Falls, MT

☐ c. Measure 4" down and in from all edges and mark with a wax pencil at several points.



☐ d. Connect the dots, drawing straight lines.

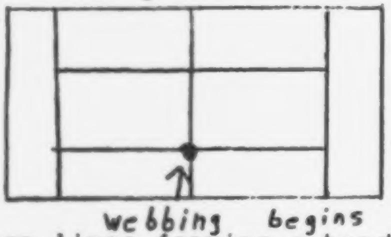


VI. Webbing:

☐ a. Check ends of webbing to be sure they have been burned to seal ends.

☐ b. Fold long piece of webbing in half and mark center with wax pencil.

☐ c. Pin center of webbing at center point where lines cross.

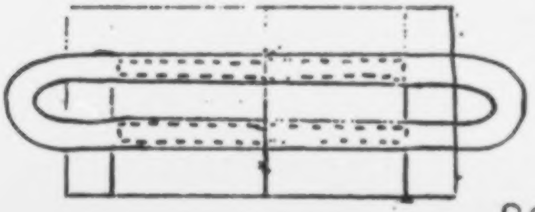


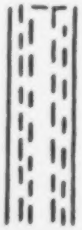
Pin webbing on lines forming a handle. Be sure webbing is not twisted before sewing.

☐ d. Stitch webbing on to bag 1/4" in from edge of strap. Start at center. Stitch down to line, across strap and down other side, back to center point.

Sew a second row of stitching 1/8" from edge.

Repeat for other side.

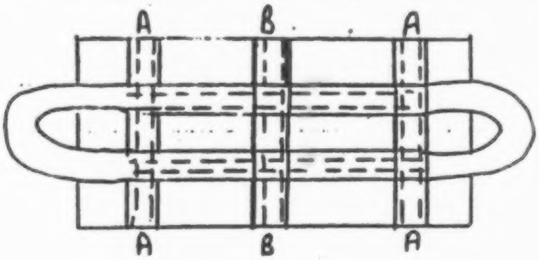




close up of strap stitching

☐ e. Place end of short webbing at center edge and pin or tape webbing to center line.

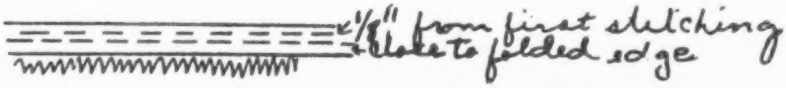
☐ f. Pin or tape short pieces of webbing over lines (2 pieces) and stitch 1/4" and 1/8" from each long edge of webbing. extra credit



VII. Zipper:

☐ a. Press short ends of rectangle to wrong side 5/8". Measure carefully, or follow stitching if straight.

☐ b. Place zipper tape under folded edge. End of zipper should start 1 1/4" down from end of bag.



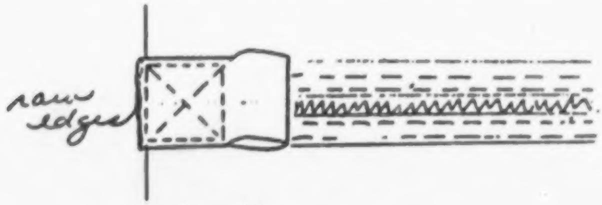
☐ c. Use zipper foot.
Stitch close to folded edge.
Stitch again 1/8" from first stitching.

☐ d. Pull zipper apart and repeat steps B and C with other side. Be sure ends are even.

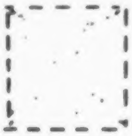
☐ e. Bring top edges of bag together and slide zipper slider from one end all the way through and off the other end, hooking zipper together. Slide zipper on again stopping at the middle so that the zipper is hooked together on both sides of the slider.

VIII. Nylon Tabs:

☐ a. Fold nylon tabs in half with raw edges together and place on top of zipper with raw edges of tabs matching raw edges of bag. Pin in place.



☐ b. With a wax pencil, draw a 1" square.



Stitch, following the drawn lines to secure.

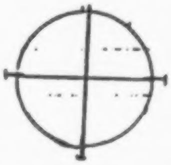
c. Open zipper.

1X. Bag ends:

☐ a. Turn bag inside out
On ends of bag, clip to stay stitching (1/4")
as demonstrated by your teacher.

Quartering:

☐ b. Divide circles into fourths. Press creases with warm iron. Open flat and mark with chalk at each crease.

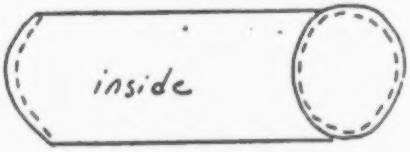


Do the same with ends of bag.

☐ c. With right sides together, match ends to bag. Put creases and pins together. Pin.

☐ d. On bag side, pin around circles. Be sure edges are even and all fullness is worked in.
Hand baste if necessary.

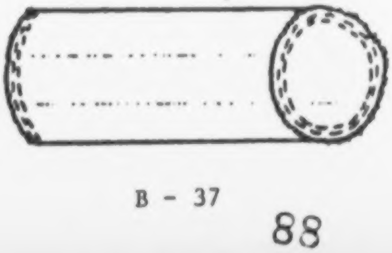
☐ e. Stitch, using a 3/8" seam allowance.



☐ f. Remove pins and check for puckers and holes.
Teacher should check here.

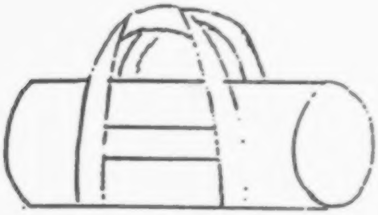
☐ g. Reinforce ends by stitching again on first stitching line.

☐ h. Zig zag both edges together close to or over edge.



☐ i. Clip all loose threads; turn right side out.

CONGRATULATIONS. You have finished your bag.



NAME____________________________

PERIOD____________________________

TOTE BAG GRADE____________________________

7th GRADE DUFFLE BAG PROJECT:

1. STAYSTITCHING = 20 pts.
Seam 1/4" or 5/8" from edges on bag.
Pivot turns at 3 corners.
Backstitching at beginning
and end.
Threads clipped.

Excellent	Good	Fair	Poor	Not Done
4	3	2	1	0

DUE: ________________

Teacher Signature:__________________

TOTAL POINTS:____________________________

Date:______________________

2. ZIGZAG = 20 pts.
Zigzag all edges.
Zigzag over the edges
No backstitching.
Threads clipped.

Excellent	Good	Fair	Poor	Not Done
4	3	2	1	0

DUE:__________________

Teacher Signature:__________________

TOTAL POINTS:____________________________

Date:______________________

3. DRAW LINES: = 16 pts.
All lines drawn straight.
Lines accurate between notches.
Lines drawn on shiny side of fabric.

Excellent	Good	Fair	Poor	Not Done
4	3	2	1	0

DUE:____________________

Teacher Signature:__________________

TOTAL POINTS:____________________________

Date.______________________

Submitted by: Debbie Sullivan, North Jr. High, Great Falls, MT

4. WEBBING: = 36 pts.
a. Ends burned.
b. Webbing center at correct point.
c. TOPSTITCHING straight (1/4"from edge).
d. Edgestitching sewn straight (1/8" from edge).
e. Pivoted correctly at corners.
f. Straps not twisted.
g. Short webbing in correct position with sewing correct.
h. Threads clipped.
i. OPTIONAL - extra credit - two short webbing at A lines.

Excellent 4	Good 3	Fair 2	Poor 1	Not Done 0

DUE: ____________________

Teacher Signature: ____________________

TOTAL POINTS: ____________________

Date: ____________________

5. ZIPPER: = 20 pts.
Opening pressed correctly.
Zipper centered.
TOPSTITCHING seam straight.
Threads clipped.

Excellent 4	Good 3	Fair 2	Poor 1	Not Done 0

DUE: ____________________

Teacher Signature: ____________________

TOTAL POINTS: ____________________

Date: ____________________

6. NYLON TABS = 20 pts.
Tabs folded correctly.
Tabs in proper place at zipper ends.
[illegible] Sewn correctly.
Threads clipped.

Excellent 4	Good 3	Fair 2	Poor 1	Not Done 0

DUE. ____________________

TEACHER'S SIGNATURE ____________________

TOTAL POINTS: ____________________

Date: ____________________

7. ENDS: = 36 pts.

	Excellent 4	Good 3	Fair 2	Poor 1	Not Done 0
BAG CLIPPING is 1/4" deep					
QUARTERING is correct.					
Edges of circle and bag are even.					
Sewn with 3/8" seam allowance.					
No fabric puckers.					
Reinforced stitching is straight.					
Zigzag correct.					
Threads clipped.					

DUE:______________________

Teacher Signature:______________________

TOTAL POINTS:______________________

Date:______________________

8. ATTITUDE: = 24 pts.

	Excellent 4	Good 3	Fair 2	Poor 1	Not Done 0
Used class time well.					
Stayed on schedule					
Displayed positive attitude about project.					
Listened to instructions.					
Followed printed instructions.					
Asked for help when needed.					

TOTAL POINTS:______________________

3.

GUIDE SHEET FOR SWEAT SHIRT

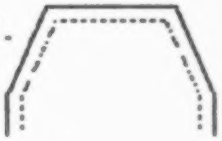
I. POCKET

☐ 1. Sew 5/8 staystitching around sides and top of pocket. Pivot at corners.

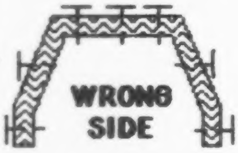
☐ 2. FOLD on staystitching to WRONG side and PIN.

☐ 3. TOPSTITCH 1/4" from edge on slanted sides only. EDGESTITCH 1/8" from edge on same area.

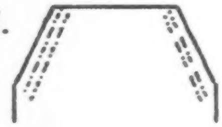
1.



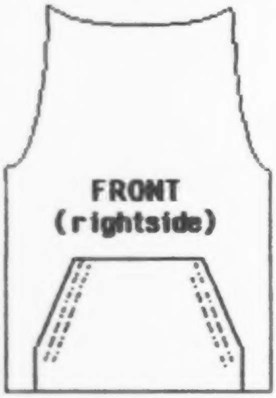
2.



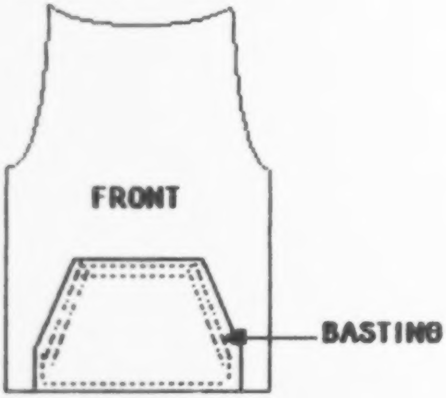
3.



☐ 4. PIN pocket on RIGHT side of FRONT...matching bottom edges and centers.



☐ 5. SEW across TOP and SIDES-- EDGESTITCHING 1/8" and TOPSTITCHING 1/4". *Remember to BACKSTITCH to reinforce.



☐ 6. Baste (6 stitches per inch) across bottom of jacket.

Submitted by: Debbie Sullivan, North Jr. High, Great Falls, MT

GUIDE SHEET FOR SWEAT SHIRT

II. SHOULDER SEAMS

☐ 1. PIN sleeve FRONT to shirt FRONT at raglan seams...match notches, ends and edges.

☐ 2. PIN other sleeve FRONT to shirt FRONT.

☐ 3. SEW seam (3/8" seam, regular stitch). Zig zag close to edge.

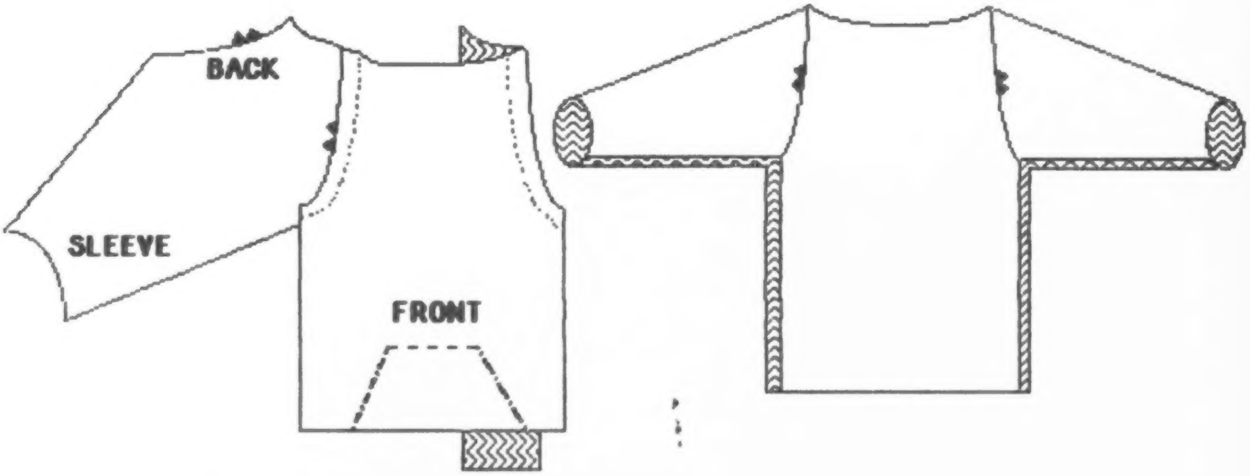
☐ 4. SEW other seam.

☐ 5. PIN sleeve BACK to shirt BACK at raglan seam.

☐ 6. PIN other sleeve BACK at raglan seam.

☐ 7. SEW seam.

☐ 8. SEW other back seam.

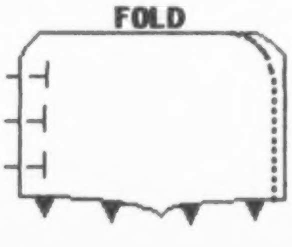


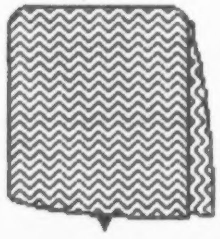
III. HOOD

☐ 1. FOLD hood, RIGHT sides together along top edge. PIN sides.

☐ 2. SEW center back seams, 3/8" from edge.

☐ 3. Turn hood RIGHT SIDE OUT-- fold hood matching center back seams.





GUIDE SHEET FOR SWEAT SHIRT

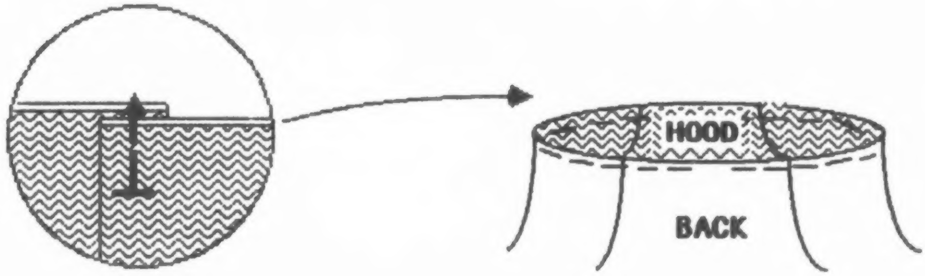
☐ 4. Baste bottom edges of hood together, matching edges exactly.

☐ 5. OVERLAP one side of hood over the other matching notches. PIN. Machine baste at front overlap.

☐ 6. Pin hood to neckline RIGHT SIDES together, matching notches at CENTER FRONT, center BACK raglan sleeves.

☐ 7. Stitch carefully 3/8" from edge. Stretch fabric as you sew. Be sure to catch all edges.

☐ 8. ZIG ZAG seam allowances together.

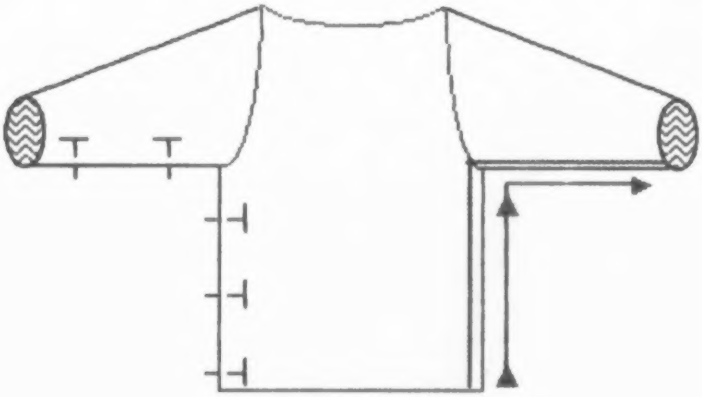


IV. SIDE SEAMS

☐ 1. PIN front to back at side seams--matching underarm seams, ends adn cut edges. RIGHT SIDES TOGETHER!

☐ 2. SEW 3/8" from edge and ZIG ZAG close to edge.

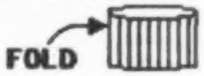
☐ 3. SEW other seam and ZIG ZAG.



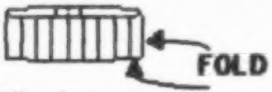
GUIDE SHEET FOR SWEAT SHIRT

V. WRISTBANDS

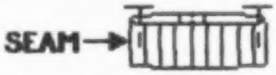
☐ 1. FOLD ribbing so that RIBS run PARALLEL to fold. PIN and STITCH 3/8" seam.



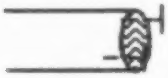
☐ 2. OPEN seam allowance--FOLD cuff so WRONG sides are together and cut edges even.



☐ 3. Divide cuff in fourths--mark with pins.

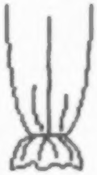


☐ 4. Divide sleeve edge in fourths and mark with pins.



☐ 5. PIN cuff to sleeve edge RIGHT SIDES together, matching pins. Be sure cut edges are even and matched.

☐ 6. STITCH, stretching cuff to fit sleeve. Straight stitch 3/6" and ZIG ZAG close.

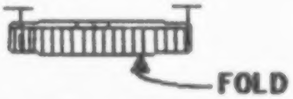


VI. WAISTBAND

☐ 1. SEW seam in ribbing...open seam.

☐ 2. FOLD lengthwise-- WRONG sides together, matching cut edges.

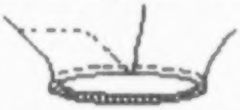
☐ 3. Divide in fourths, marking with pins.



☐ 4. Divide bottom edge of shirt into fourths, marking with pins.

☐ 5. PIN ribbing to shirt bottom, matching pins, RIGHT SIDES together, and CUT all edges. Pin around bottom, easing in fullness.

☐ 6. SEW--stretching ribbing to fit. Straight stitch 3/8" seam, and then ZIG ZAG.



☐ 7. CLIP threads-------CELEBRATE, YOU'RE FINISHED!!!!!!!!!!!!!!!!!!

EVALUATION SHEET FOR SWEAT SHIRT

NAME________________ PERIOD__________

excellent/good / fair / poor / not done

	4	3	2	1	0	
1. CUTTING and MARKING - 16 points						SIGNED
All edges smoothly cut and even						DATE
All notches cut around or snipped						
Folds snipped						TOTAL____
Due____________________						
2. POCKET - 24 points						SIGNED
Centered properly on front of garment						
Corners & edges neatly folded						DATE
Stitches straight on EDGESTITCHING						
Stitches straight on TOPSTITCHING						
Backstitching done properly						TOTAL____
Due____________________						
3. SLEEVES - 20 points						SIGNED
FRONT to FRONT & BACK to BACK, RIGHT sides together, edges matching						DATE
Seams sewn straight						
Zigzagging done correctly						
Threads clipped						TOTAL____
Due____________________						
4. HOOD - 28 points						SIGNED
Back seams sewn correctly						
Overlap on center front						DATE
Stitched to neck edge straight						
Zigzagged correctly						
No puckers						
Threads clipped						TOTAL____
Due____________________						

Submitted by:Debbie Sullivan, North Junior High, Great Falls, MT

EVALUATION SHEET FOR SWEAT SHIRT

	excellent 4	good 3	fair 2	poor 1	not done 0	
5. SIDE SEAMS - 24 points						SIGNED
Underarm seams matching						
Cut edges even						
Stitching straight						DATE
Zigzagging correctly done						
Threads clipped						TOTAL ____
Due ____________						SIGNED
6. WRISTBANDS - 24 points						
Band seam sewn correctly						
Seams matched						DATE
Stitches straight						
Seam allowance is zigzagged, catching All cut edges						
Threads clipped						TOTAL ____
Due ____________						SIGNED
7. WAISTBAND - 24 points						
Seam sewn correctly on band						
Seams matched						DATE
Stitches straight						
Seam allowance is zigzagged catching All cut edges						
Threads clipped						TOTAL ____
Due ____________						SIGNED
8. ATTITUDE - 24 points						
Used class time well						DATE
Stayed on schedule						
Displayed positive attitude about project						
Followed written and spoken instructions						
Asked for help when needed						TOTAL ____
Cooperated with teacher and classmates						

Name:________________
Period: ________________
Per#:________________

SAMPLER FORM

SAMPLER NAME: ________________________

Detailed Basic Steps: (Underline Key Words)

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

Machine Setting:

Staple Sample Here:

Length:________________
Width:________________

Where would you apply this sewing technique?

1.__________ 2. __________ 3.__________

Submitted by: Margaret Johnson, Lewis & Clark Jr. High, Billings, MT

Submitted by: Margaret Johnson, Lewis & Clark Jr. High, Billings, MT

PROJECT: __________

NAME __________

DATE __________

FABRICS USED: __________, __________, __________

WOVEN OR KNIT? (CIRCLE ONE)

TERMS I LEARNED ALONG THE WAY:

1.

2.

3.

TIPS I LEARNED BETWEEN NOW AND THEN:

1.

2.

3.

TOOLS I USED OR THAT WOULD HAVE BEEN HELPFUL:

1.

2.

3.

MACHINE SETTINGS:

SEAM ALLOWANCE(S) 6 mm, 10 mm, 15 mm,
(CIRCLE ONE)

SEAM STITCH: WIDTH = _____ LENGTH = _____

SEAM FINISH: WIDTH = _____ LENGTH = _____

SPECIAL STITCH USED? WIDTH = _____ LENGTH = _____

NAME OF SPECIAL STITCH: __________

Submitted by: Margaret Johnson, Lewis & Clark Jr. High, Billings, MT

NAME ____________ PERIOD ________

Project # ______________ Date Completed ________________

Pattern company and number ____________________ Size __________

attach a swatch of fabric here

SKETCH

Fabric Construction (woven) (k

Fabric Content ____________

Fabric Width ____________

Price per yard ____________

Fit ____

Techniques (list)	Grade (student)	Grade (teacher)

Final Grade ______________

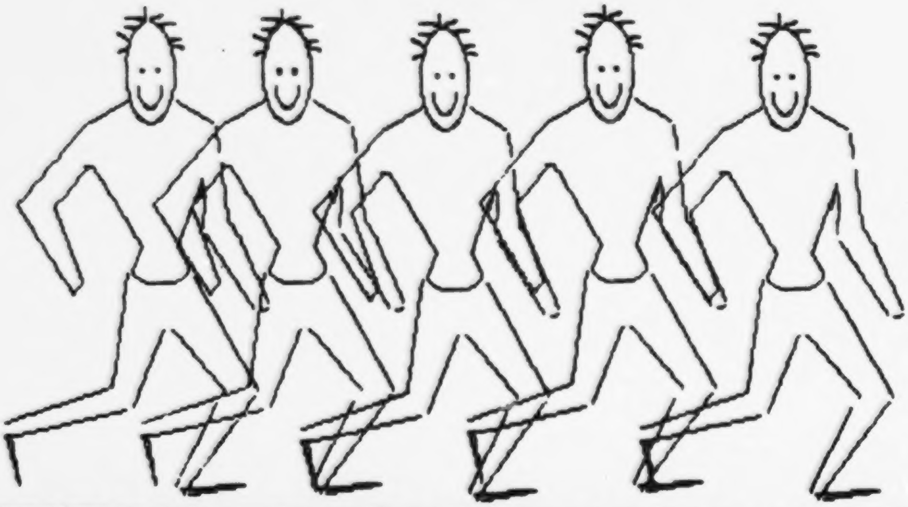
Total cost ______________

Paragraph evalutation by student. What are the 2 most important things you learned in the process of making this garment?

Don't forget your CARE TAG

Don't forget your DESIGNER TAG

MODELING PASS



Submitted by: Margaret Johnson, Lewis & Clark Jr. High, Billings, MT

CONCEPT III. CLOTHING CARE

OBJECTIVE III. A. THE STUDENT WILL STATE PRINCIPLES OF CLOTHING MAINTENANCE.

LEARNING ACTIVITIES & RESOURCES

DISCUSSION - Discuss laundering methods and tips, including energy conservation methods.

DISCUSSION - Have students bring in garments with care labels on them. Compare and discuss the importance of reading the labels when caring for clothing.

DISCUSSION/HANDOUT - Have students write a care label for a selection of clothing you display. Compare their labels to the real labels to see how accurate they were in knowing how to care for clothes. Try to include some unusual fabrics and garment pieces. (Included in this guide.)

DISCUSSION - Display a variety of laundry aids on the market today and discuss the correct usage of each product. Practice reading labels.

HANDS-ON APPLICATION - Have a variety of fabrics available for students to experiment with ironing and iron temperatures. Which fabrics need lower temperatures? Which fabrics need to be pressed rather then ironed?

PROJECT - Have students write down information found on the care labels of three different garments they'd like to purchase. Have them decide which garment would be easiet to care for, and why.

FURTHER ACTIVITIES

HOME PROJECT/PARENT INVOLVEMENT - After going over the laundry basics in school, have students do one weeks worth of laundry at home as a home project. Have parents complete the form included in this guide.

PROJECT - Have students bring one article of clothing that is in need of pressing. After going over pressing and ironing methods, have the students press the clothing brought to school and grade them on the job done.

REFERENCES

TEXTBOOK - *Changes & Choices*, by Ruth B. Abendroth, Illinois: Goodheart-Willcox Co., c1986

TEXTBOOK - *Personal Perspectives*, Second Edition, New York: McGraw-Hill, c1978

TEXTBOOK - *Steps in Clothing Skills*, Illinois: Chas. A. Bennett Co., c1978

TEXTBOOK - *The McGraw-Hill Guide to Clothing*, New York: McGraw-Hill, c1982

TEXTBOOK - *Contemporary Clothing*, Illinois: Bennett Publishing, c1983

TEXTBOOK - *Clothes, Clues, and Careers*, Massachusetts: Ginn & Co., c1984

TEXTBOOK - *Clothing Dynamics: Building Knowledge & Skills*, by Colleen Barnes, Ohio: South-Western Publishing, c1987

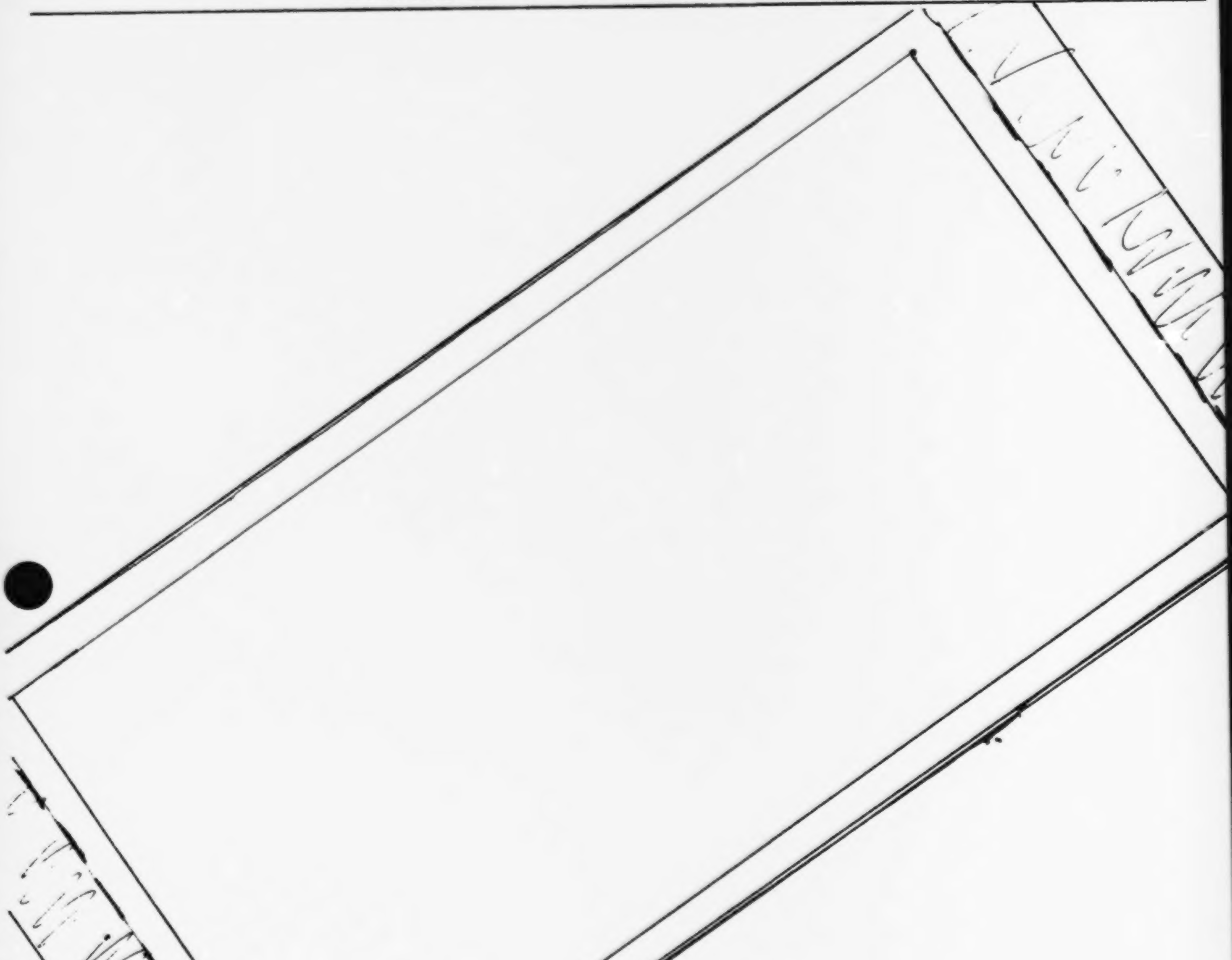
BOOK - *Taking Care of Clothes: An Owner's manual for Care, Repair, & Spot Removal*, by Mablen Jones, California: Home Economic School Services, $9.95 (St. Martin's Press)

HI/LOW ACTIVITY WORKSHEETS - *Buying & Caring for Clothes*, California: Home Economic School Services, c1987, $14.95 (Reading Level - Grade 2, Interest Level - Grade 7 & up)

BOOK - *Clothing Care & Repair*, California: Home Economic School Services, c1985, $10.95 pb

FILMSTRIP/VIDEO - *Clothing Care*, Illinois: Learning Seed, Set of 2 filmstrips - $68, Video - $78

WRITE A CARE LABEL



Dear Parents:

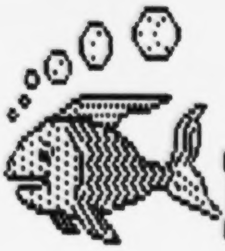
We are just completing a unit on laundry and clothing care. As a home project your son/daughter is required to take care of the family laundry chores for one week. (At least three or more loads.)

So sit back and enjoy! The only laundry chores you will need to concern yourself with this week is, the completion of this laundry project evaluation.

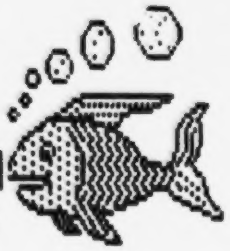
Thanks for your cooperation.

Sincerely,

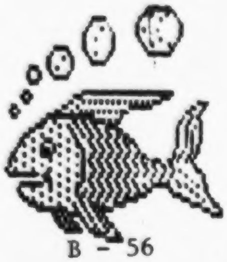
P.S. Please have this back to me by: ______________________

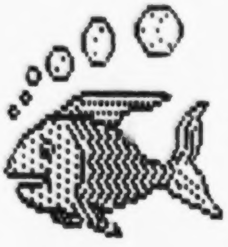


LAUNDRY HOME PROJECT



	GOOD	FAIR	POOR
1. Sorted clothes according to color, type of fabric & fabric care needs.			
2. Checked pockets, closed zippers, & pre-treated stains before washing.			
3. Used correct amount and appropriate kinds of detergents and laundry products to wash laundry.			
4. Practiced energy conservation in water usage, (amount & temperature) and load size.			
5. Used washing & drying methods appropriate to garment and fabric.			
6. Was prompt in removing clothes from washer to dryer, avoiding mildew problems.			
7. Practiced energy conservation methods when drying clothes with dryer.			
8. Was prompt at removing clothes from dryer for folding, hanging on ironing.			
9. Pressed & ironed appropriate articles of laundry to obtain a neat, finished appearance.			
10. Your overall rating of your son/ daughter's laundry project.			





CONCEPT III. CLOTHING CARE

OBJECTIVE III. B. THE STUDENT WILL APPLY REPAIR TECHNIQUES.

LEARNING ACTIVITIES & RESOURCES

DISCUSSION/HANDS-ON APPLICATION - Introduce different repair techniques - sewing on a button, sewing fasteners, mending a variety of different tears and holes, hemming, seam repairs, etc. Have students bring several garments to class in need of repairs and have students carry out the correct method of repair.

BULLETIN BOARD - Display samples of different repair techiques on a bulletin board, or display step-by-step instruction on one common repair technique.

FURTHER ACTIVITIES

PROJECT/FHA INVOLVEMENT/COMMUNITY INVOLVEMENT - Check with a local clothing second-hand store and see if there are clothes in need of repair. Have students repair clothes and return to store. May want to have FHA run a clothing drive by collecting garments. Students or members can do laundry and repair work then distribute clothing for charity. May even sell clothing for a small fee, as a money making project.

REFERENCES

TEXTBOOK - Clothes, Clues, & Careers, Massachusetts: Ginn & Co., c1984

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing, c1983

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw-Hill, c1982

TEXTBOOK - Steps in Clothing Skills, Illinois: Chas. A. Bennett Co., c1978

TEXTBOOK - Clothing Dynamics: Building Knowledge & Skills, by Colleen Barnes, Ohio: South-Western Publishing, c1987

BOOK - Mend It! A Complete Guide to Clothes Repair, by Maureen Goldsworthy, California: Home Economic School Services, $5.95 pb

DUPLICATING MASTERS - 50 Great Sewing Activities, California: Home Economic School Services, $18.95

CONCEPT IV. CLOTHING & TEXTILES CAREERS

OBJECTIVE IV. THE STUDENT WILL LIST CLOTHING AND TEXTILE CAREERS.

LEARNING ACTIVITIES & RESOURCES

GUEST SPEAKER - Have a person involved in a clothing career speak on the aspects of such a career. May be able to get several guests in various clothing careers and form a panel discussion, or plan several days of guest speakers.

FIELD TRIP - Visit a business that features careers involved in the clothing industry - dry cleaners, clothing store or factory, fabric store, or tailoring business.

GUEST SPEAKER - Have a school counselor present information on careers involving clothing and textiles.

CLOTHING INDUSTRY SIMULATION - Set up a simulated clothing industry to produce windsocks. Instructions and details available in North Dakota Junior High Home Economics Curriculum Guide, State Capitol, Bismarck, ND

FURTHER ACTIVITIES

RESEARCH PROJECT - Have students research and write an essay on a specific clothing career. (May combine with a library skills unit or English writing assignment.)

GUEST SPEAKER - Check with the counseling center to see if there is some college in the area that offers presentations on clothing careers, as a source of advertisement for their college program offerings.

CLOTHING & TEXTILE INDUSTRY SIMULATION - Run a simulated clothing & textile industry. Unique ideas and instructions for a windsock industry available in the North Dakota Junior High School Home Economics Curriculum Guide, Bismarck, ND (Complete address under reference addresses.)

REFERENCES

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978

TEXTBOOK - Steps in Clothing Skills, Revised Edition, Illinois: Chas. A. Bennett, c1978

TEXTBOOK - The McGraw-Hill Guide to Clothing, New York: McGraw Hill, c1982

TEXTBOOK - Contemporary Clothing, Illinois: Bennett Publishing Co., c1983

TEXTBOOK - Clothes, Clues, and Careers, Massachusetts: Ginn & Co., c1984

SOFTWARE - The Micro Guide to Fashion Careers, California: Home Economic School Services, c1985, $49 (Apple/IBM/TRS-80)

DUPLICATING MASTERS - 50 Activities for Exploring Home Economic Careers, Maine: J. Weston Walch, $18.95

POSTERS - Careers in Home Economics, Maine: J. Weston Walch, Set of 18 - $9.95

SOFTWARE - The Computer Guide to Fashion Careers, California: Career Aids, $99 (Apple)

SOFTWARE - There's a Career for You in Home Economics, California: Career Aids, $62 (Apple)

POSTERS - Careers in Home Economics Posters, California: Career Aids, Set of 18 - $14.95

DUPLICATING MASTERS - 50 Activities for Exploring Home Economic Careers, California: Career Aids, $18.95

FILMSTRIP - Careers in Fashion, California; Career Aids, $90

FILMSTRIP - Careers in Fashion: Merchandising & Promotion, California: Career Aids, Set of 2 - $99

CASSETTE - Modern Home Economics, "Clothing", California: Career Aids, $37

KIT - Clothing: Age Cycles & Choices, California: Career Aids, Set of 12-16 transparencies, 16-20 duplicating masters, 1 guide - $12.95

REFERENCE ADDRESSES

Bennett Publishing Co., 809 W. Detweiller Dr., Peoria, IL 61614

Big Sky Sewing, 805 South Rodney, Helena, MT 59601

Careers Aids, Inc., 20417 Nordhoff St., Dept. E C 2, Chatsworth, CA 91311

Carrol E. Burchinal, Director, State Board for Vacational Education, Capitol
Building, 15th Floor, Bismarck, ND 58501

Chas. A. Bennett Co., Inc., 809 W. Detweiller Dr., Peoria, IL 61614

Coats & Clark, Dept. E22, P.O. Box 1010, Toccoa, GA 30577

Ginn & Co., a Xerox Education Co., 191 Spring St., Lexington, MA 02173

Goodheart-Willcox, Co., Inc., 123 W. Taft Dr., South Holland, IL 60473

Haan Crafts Corp., 625 E. 2nd St., Otterbein, IN 47970

Home Economics School Service, 10,000 Culver Blvd., Room 8, P.O. Box 802, Culver
City, CA 90232-0802

J. Weston Walch, Publisher, P.O. Box 658, Portland Maine 04104-0658

Learning Seed, 300 Telser Road, Lake Aurich, IL 60047

McGraw-Hill Book Co., 1221 AVe. of the Americas, New York, NY 10036

Office of Public Instruction, State Capitol Building, Helena, MT 59260

Pineapple Appeal, 538 Maple Drive, P. O. Box 197, Owatonna, MN 55060
(507-455-3041)

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

South-Western Publishing, 5101 Madison Road, Cincinnati, Ohio 45227
(1-800-227-8429)

Your Image, Inc., 824 Layfayette Dr., Akron, OH 44303

CONSUMER EDUCATION

CONSUMER EDUCATION
LEVEL I

COMPETENCIES: I. Apply management and decision-making processes to a task.
II. Apply consumer skills to meet individual needs.
III. Relate talents, skills and interests to job possibilities.

CONCEPTS	OBJECTIVES
I. Management & Making Decisions	I. Management & Making Decisions The student will:
A. Elements of Management and Decision Making 1. Values 2. Goals 3. Standards 4. Resources a. material b. human 5. Wants and Needs a. physical b. mental	A. Identify elements of management and decisionmaking.
B. Management Process 1. Identify concerns 2. Set goals 3. Form plan 4. Act 5. Follow-up	B. Identify steps in management process.
C. Decision-Making Process 1. Identify problem 2. Know goal 3. Gather information 4. Think through choice 5. Make a choice 6. Accept a responsibility 7. Evaluate the decision	C. Identify steps in decision making process.
II. Consumer Skills	II. Consumer Skills The student will:
A. Foods Selection/Fast Foods 1. Nutrition 2. Quality 3. Price	A. Determine quality for cost when selecting fast foods.
B. Comparison Shopping 1. Labels 2. Unit pricing	B. Use labels and unit pricing as guides when shopping.

C. Clothing 1. Determining needs 2. Selection a. T-shirts b. jeans c. sweaters d. shoes	C. Select clothing to meet personal needs.
D. Recreation	D. Select recreation opportunities to meet needs and resources.
E. Services	E. Relate services to individual needs and resources.
III. Create a Job	III. Create a Job The student will:
A. Talents, Skills, Interests	A. Identify personal talents, skills, and interests.
B. Job Possibilities 1. Babysitting 2. Mowing lawn 3. Shoveling sidewalks 4. Recycling 5. Paperboy/girl	B. Investigate job possibilities within a community.

CONSUMER EDUCATION
LEVEL I

CONCEPT I. MANAGEMENT AND MAKING DECISIONS

SUBCONCEPT I. A. ELEMENTS OF MANAGEMENT AND DECISION-MAKING

OBJECTIVES I. A. THE STUDENT WILL IDENTIFY ELEMENTS OF MANAGEMENT AND DECISION-MAKING.

LEARNING ACTIVITIES AND RESOURCES

VALUES

RANKING. Have students rank a list of values. Lists may be found in many references, including the "Value Survey" included in **VALUES, GOALS, and DECISIONS.**

PERSONAL COAT OF ARMS. Have students create an individual Coat of Arms depicting the most important things in their life. Each section of the shield may illustrate something different, such as something they are good at, their happiest moment, greatest success, most significant event, etc.

LIFESAVER. Pass out a piece of lifesaver candy to each student. Ask them to respond to "Who or what is a lifesaver to them right now?" It may be a best friend, parent, some activity they are involved in, a pet, etc. Discuss that what is important to them is a reflection of their values.

PANEL. Have parents or senior citizens discuss values during their teenage years and how values have changed and not changed over the years.

LOG. Watch 3 TV shows and keep a log of the values depicted.

GOALS

CHART OF GOALS AND DREAMS. Have students make a chart of their Goals Vs. Dreams for the following categories: Personal, Interpersonal, and Environmental.

OPEN ENDED STATEMENTS. Have students make short and long term goals by completing these statements with something they would like to accomplish (or to have accomplished): Five years ago . . Tomorrow I want to . . . Next summer I'd like to . . . In four years I hope I . . . My biggest dream in life is to . .
DISCUSS. Discuss how a football game relates to long and short time goals.

RESOURCES

BRAINSTORM. Have students identify and discuss personal resources (time, energy, money, and skills. Brainstorm examples of resources available to teens.

SMALL GROUP. Divide students into four groups. Give each group a focus (time, energy, money, skills). For their assigned resource have them list 1) ways to make the most of and 2) ways o to waste resources.

ROLEPLAY. Using 3x5" index cards, write a description of a character on each card such as "a 3 year old at bedtime", "a farmer during harvest", "a doctor on the way to deliver a baby", an elderly person who is unhealthy", "a teenager standing in line", "home economics teacher during food labs", etc. Have each student describe the perception their character would have of time.

WANTS AND NEEDS

GRAB BAG. have students draw pictures out of a bag and explain if a want or need is illustrated. Pictures may include food, clothing, entertainment, etc.

ADS. Analyze ten advertisements. Does the ad appeal to a need or want? What need is satisfied? What want is satisfied?

PLAY MONEY. Give each student a $100 and have them write a paragraph on how they would spend it. Have them read their paragraph and determine whether they spent their money on a want or need.

POEMS. Have students write poems on a teenager's greatest wants or a teenager's greatest needs.

SMALL GROUPS. Have students divide up into groups to prepare a list of today's teenager's 5 greatest needs and 5 greatest wants. Have them discuss their list with their parents to see how today's teenagers needs/wants are different from the past. Have both needs and wants changed?

VISUALIZATION. Have students pretend they live alone on an uninhabited island. In three minutes list twenty things they would like to have with them, excluding people. Have them examine the list and cross off anything that is not a necessity. Discuss wants versus needs.

FURTHER ACTIVITIES

PARENT INVOLVEMENT - LIST. Have each member of the family make a list of their 15 most favorite things to do. Then code them as follows: a - Done alone, $- Takes money, EX--Physical Exercise, Ch - Hope your own children will have on their list some day, IQ--Would enjoy more if smarter, L--Requires lessons, O--Would be enjoyed more if older, Pl--requires planning, R--Requires Risk, or Y--Would enjoy more if younger. Discuss what they found out about their family's values.

EVALUATION ACTIVITIES

ESSAY. Have students write an essay defining their personal values.

REFERENCES

BOOKLET. VALUES, GOALS, AND DECISIONS, Marjorie Levine, Montana State University, 1986. Learning module of activities/worksheets from various sources on values, goals, and decisions. Includes set of "Dealing with Decisions" filmstrips. This learning module is available for free loan from Renne Library, Montana State University, or the Montana Office of Public Instruction (Gene Christiansen - Vocational Education).

FILMSTRIPS. DEALING WITH DECISIONS. Human Relations Media. Three filmstrips covering Self Awareness, Information and Alternatives, and Risks and Pressures of Decision Making. Human Relations Media. Also available as part of the above learning module.

KIT. J.C. PENNEY'S materials on values.

BOOK. VALUES CLARIFICATION: A Handbook of Practical Strategies, Sidney Simon, Leland Howe, and Howard Kirschenbaum, N.Y.: Dodd, Mead & Company.

BOOK. 100 Ways to Enhance Self Esteem in the Classroom, A Handbook for Teachers and Parents, Jack Canfield and Harold C. Wells, Englewood Cliffs, NJ: Prentice Hall.

BOOK. Born to Win, Muriel James and Dorothy Jongeward, Reading, PA: Addison-Wesley, 1973.

WORKBOOK. *Decision Making: Personal Skills,* Ann de la Sota and Laura Cohen, Compton, CA: Educational Insights, 1985.

WORKBOOK. *Decision Making: Social Skills,* Ann de la Sota, Compton, CA: Educational Insights., 1985.

BOOK. *Reaching Out,* David Johnson, Englewood Cliffs, NJ: Prentice-Hall, 1972.

BOOK. *Choose Success: How to Set and Achieve All Your Goals*, Dr. Billy Sharp and Claire Cox, N.Y.: Hawthorn Books, 1970.

CONCEPT I. MANAGEMENT AND MAKING DECISIONS
CONCEPT I. B. MANAGEMENT PROCESS

OBJECTIVES I. THE STUDENT WILL IDENTIFY STEPS IN MANAGEMENT PROCESS.

LEARNING ACTIVITIES AND RESOURCES

RANK. Rank the goals named above and use the top three goals in a Life Planning Chart. List the top three goals and write down what is being done now to attain these goals and 2) what needs to be done to attain these goals. Worksheets may be found in **Values, Goals, and Decisions.**

LIFELINE. Have students create lifelines depicting their lifespan from birth to death. Mark out intervals and fill in the most significant events they hope to happen. May divide lifelines into Education, Work, and Leisure Lifelines.

CONTRACT. Have students form a goal, then complete a contract for the attainment of that goal. Hold a celebration at the end of the time period for those who attain their goals.

REFERENCES

BOOK. Choices, Mindy Bingham, Judy Edmondson, and Sandy Stryker, Santa Barbara, CA: Advocacy Press, 1983.

BOOKLET. VALUES, GOALS, AND DECISIONS, Marjorie Levine, Montana State University, 1986. Learning module of activities/worksheets from various sources on values, goals, and decisions. Includes set of "Dealing with Decisions" filmstrips. This learning module is available for free loan from Renne Library, Montana State University, or the Montana Office of Public Instruction (Gene Christiansen - Vocational Education).

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WORKBOOK. Decision Making: Social Skills, Ann de la Sota, Compton, CA: Educational Insights., 1985.

BOOK. Reaching Out, David Johnson, Englewood Cliffs, NJ: Prentice-Hall, 1972.

BOOK. Choose Success: How to Set and Achieve All Your Goals, Dr. Billy Sharp and Claire Cox, N.Y.: Hawthorn Books, 1970.

CONSUMER EDUCATION

CONCEPT I. MANAGEMENT AND MAKING DECISIONS

SUBCONCEPT I. C. DECISION-MAKING PROCESS

OBJECTIVE I. C. THE STUDENT WILL IDENTIFY STEPS IN DECISION MAKING PROCESS.

LEARNING ACTIVITIES AND RESOURCES

GAME. Ready Set Decide. Students answer questions about decision making and if correct answers fit together into a jigsaw puzzle. (Included in this guide)

FHA/HERO PLANNING PROCESS. Discuss the process and then give students case studies in which they utilize the process in making decisions.

CLASSIFY. Have students keep track of all the decisions they make in a specified time period. Compare totals the following day. Then have them place a * by the hardest decision, underline the easiest decision, place an F by decisions which were influenced by a friend, P by decisions influenced by parents, W by a wrong decision, a smile by the decision which felt the best. Discuss the frequency, type of decisions made, and influences on the decisions students make.

GROUP CONSENSUS. "A Problem for NASA" gives students practice in reaching a group consensus by having to decide what items to keep aboard ship to reach their rendezvous point. (Included in this guide)

GRID. Use the Decision-Making Grid to make a decision on something you would like to purchase. (Included in this guide)

WORKSHEETS/GAMES. Use activities in **Values, Goals, and Decisions** to gain experience in the steps of decision making.

CASE STUDIES. Develop mini case studies on index cards which reflect consumer decisions. Divide class into small groups and provide each group 3-4 cards. Have the groups answer these questions: 1. What influenced the decision? 2. Did the consumer exercise his/her rights? 3. Was the decision-making process used? 4. Who will the decision affect? other family members?

PROBLEM SOLVING. Give students a list of several problems to practice using the decision-making process on. See "Decision Dilemmas" for a list of possible problems. (Included in this guide)

SHOPPING SIMULATION. Make a pegboard matrix to allow students practice in the decision making process and gives other students the opportunity to observe different decision making styles. (Included in this guide)

READY, SET, DECIDE

A Game about the Steps in Decision Making:

This game is played with a jigsaw puzzle. Any number of students can play the game if a sufficient number of puzzles have been constructed in advance of class session.

Game Materials:

1. Two puzzles for each player. (Each player with a group should have different colors.) In advance, construct puzzles by following diagram included at end of game description. To save time, use various colors of paper for duplicating puzzles.
2. Question sheet for each player.

Before the Game:

1. Give each player all the puzzle pieces the same color; one player can have all green pieces, one all yellow, etc.
2. Have players line up their pieces in numerical order, 1 through 6. They should have two pieces for each number--two number 1's, two number 2's, etc.
3. Give each player a question sheet. Have him/her turn it face down.

Rules of Play:

1. As the teacher reads question number 1, each player chooses one of the two pieces with that number as his/her answer. Play continues this way through each of the 6 questions.
2. After the player has answered all 6 questions, he/she puts the pieces together to make a circle. If player has chosen the right answers, the pieces will fit together. If player has chosen wrong answers, the pieces will not make a circle.
3. Players may look at the question sheet and change their answers until they can for a circle.
4. The first player to complete the circle is the winner.

The Questions:

1. The first thing or step in making a decision is ______________________?
2. The next step in making a choice is to consider ______________________?

DECISION MAKING

Game--"Ready, Set, Decide"
Questions, Cont.

3. A decision is made in terms of your ______________________________?

4. Besides making a decision in terms of answers to question 3, the choice must also be based on ______________________________?

5. A person, to select one of several choices, should secure ______________________________?

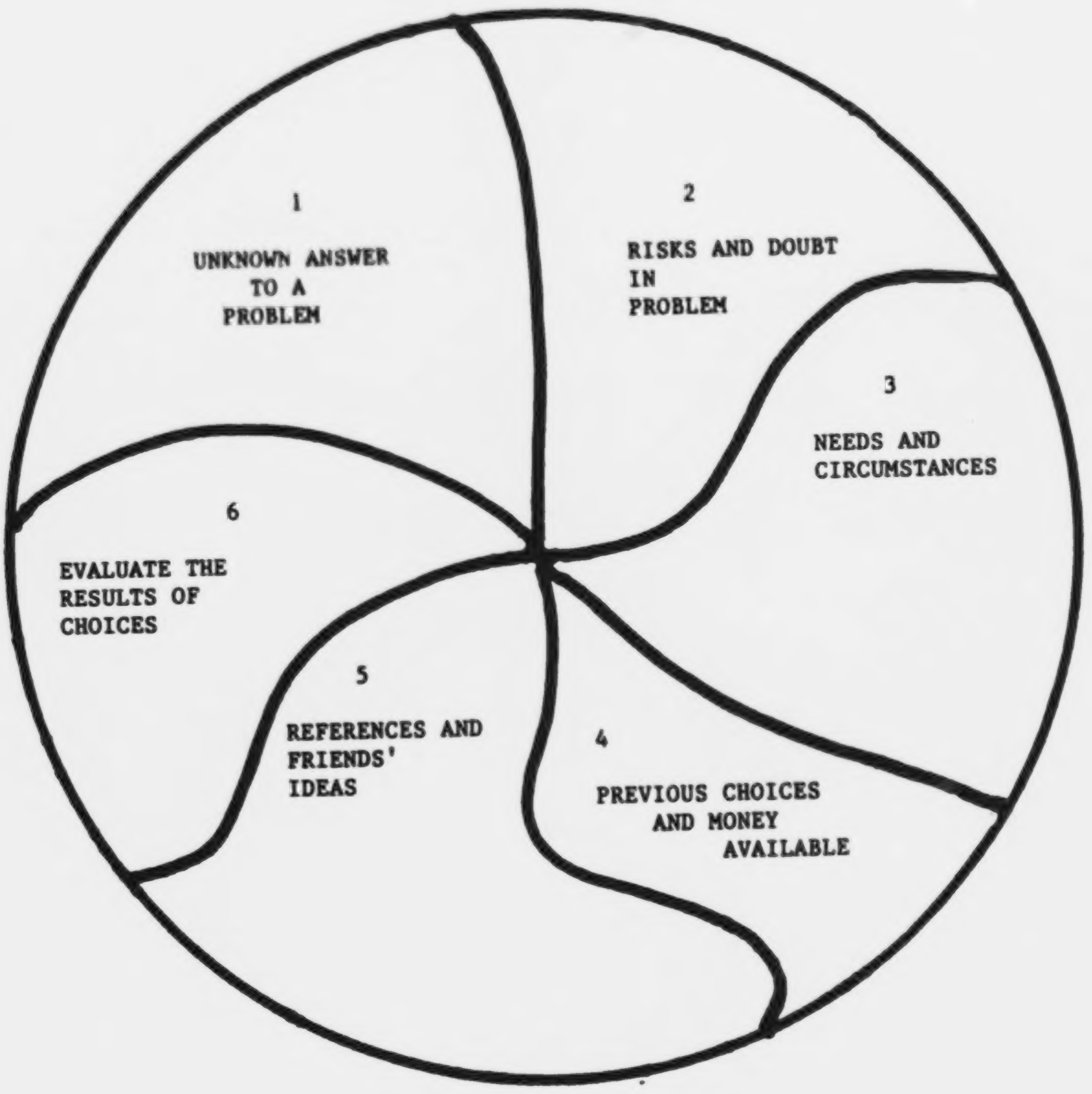
6. It is necessary before selecting only one from several choices to consider ______________________________?

Answers:

1. Recognizing and stating the decision to be made.
2. Alternative choices.
3. Personal values and goals.
4. Available resources and parent expectations.
5. Information about the different choices.
6. Advantages and disadvantages of different choices.

Note: "Ready, Set, Decide" was patterned after "Humpty Dumpty," a game about eggs, prepared by the Cooperative Extension Service, Washington State University.

READY, SET, DECIDE


1
UNKNOWN ANSWER TO A PROBLEM
2
RISKS AND DOUBT IN PROBLEM
3
NEEDS AND CIRCUMSTANCES
4
PREVIOUS CHOICES AND MONEY AVAILABLE
5
REFERENCES AND FRIENDS' IDEAS
6
EVALUATE THE RESULTS OF CHOICES

I'LL BUY THAT!

1 $ Two pairs of jeans at $17 each are a better buy than two pairs for $30.

2 $ A three-ounce sample size of shampoo for 39 cents is a better buy than 12 ounces for $1.99.

3 $ A half gallon of milk for 95 cents is a better buy than a gallon for $1.75.

4 $ A granola bar for 39 cents is a better buy than three bars for $1.00.

$ Pantyhose at $1.50 a pair is a better buy than three pairs for $5.

6 $ A bar of deodorant soap for 35 cents is a better buy than four bars for $1.00.

7 $ An eight-ounce soft drink for 69 cents is a better buy than a 16- ounce soft drink for 99 cents.

8 $ A $23 blow dryer with a $5 rebate is a better buy than a $19.00 blow dryer.

9 $ A five-stick pack of gum for 25 cents is a better buy than a 20-stick pack for 69 cents.

10 $ Two lip glosses for $1.00 are a better buy than two at 49 cents each.

11 $ Five plums for $1.00 are a better buy than five plums for 19 cents each.

12 $ A 12-ounce milkshake for $1.29 is a better buy than a six- ounce milkshake for 79 cents.

13 $ Two record albums at $6.99 each are a better buy than two albums for $15.

14 $ Two cassette tapes for 89 cents each are a better buy than a three-pack for $1.99.

15 $ An eight-ounce container of orange juice for 60 cents is a better buy than a pint for 95 cents.

16 $ Apples for 49 cents a pound are a better buy than two pounds of apples for $1.00.

17 $ Two shirts for $30 are a better buy than two shirts at $17 each.

18 $ Two pints of ice cream for $1.09 each are a better buy than a quart for $1.89.

19 $ Eight ounces of peanuts for 59 cents are a better buy than a pound for $1.09.

20 $ Six individual cans of soft drinks for 35 cents a can are a better buy than a six-pack for $1.99.

GROUP CONSENSUS

We will often be working in groups. so we will need to learn a few skills for group work.

Sometimes I will ask you to come to "group consensus." What does that mean?

The "Problem for NASA" will give us a chance to practice "group consensus."

A Problem for NASA

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the next important item, the number 2 by the second most important, and so on through number 15, the least important.

INDIVIDUAL RANKING	GROUP CONCENSUS	
		a. Box of matches
		b. Food concentrate
		c. 50 feet of nylon rope
		d. Parchute silk
		e. Portable heating unit
		f. Two .45 caliber pistols
		g. One case of dehydrated Pet milk
		h. Two 100-pound tanks of oxygen
		i. Stellar map (as seen from the moon)
		j. Life raft
		k. Magnetic compass
		l. Five gallons of water
		m. Signal flares
		n. First aid kit containing injection needles
		o. Solar-powered FM receiver-transmitter

A PROBLEM FOR NASA (Continued)

FURTHER INSTRUCTIONS: Although this is a group activity, make your individual choices before the group discusses them and reaches a consensus. Group consensus, often difficult to reach, means that the prediction for each of the 15 survival items must be agreed upon by each group member before a part of the group decision. Not everyone will fully agree, but try to make a group decision with which all group members partially agree.

GROUP CONSENSUS-KEY

a. 15 (little or no use on moon)
b. 4 (supply daily food required)
c. 6 (useful in tying injured and climbing)
d. 8 (shelter against sun rays)
e. 13 (useful only if party lands on dark side)
f. 11 (self propulsion devices can be made)
g. 12 (food mixed with water)
h. 1 (fill respiration requirement)
i. 3 (finding directions)
j. 9 (CO2 bottles for self-propulsion)
k. 13 (no magnified poles-useless)
l. 2 (replenishes loss by sweating)
m. 10 (distress call when line of sight possible)
n. 7 (valuable)
o. 5 (distress signal transmitter possible communication with mothership)

DECISION MAKING GRID

Step 1: State the problem.____________________________________
Step 2: List the alternatives (use grid below)
Step 3: State the criteria (use grid below)

ALTERNATIVES	CRITERIA			

Step 4: Evaluate the alternatives against criteria. Use plus or minus signs to indicate your assessment.
Step 5: Select the best choice. Why is this the best choice for you?

____

____

____

____

Adapted from Master Curriculum Guide in Economics: Teaching Strategies for Basic Business and Consumer Education (New York: Joint Council on Economic Education, 1979), p. 17.

DECISION DILEMMA

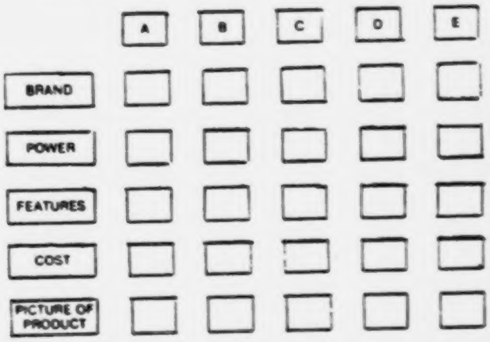
Carry these problems through the 6 steps of the decision-making process.

1. You have just been given $100 one month before Christmas. How would you use it?
2. You have just received a summer job at Stapleton Airport. How can you get there?
3. How would you use a weekly allowance of $10?
4. You won a prize worth $200 in Dallas, Texas. To receive it, you must pick it up. What would you do?
5. Your parents give you the choice between having your own phone (private phone number) or $25 savings bond per month. Which would you choose?
6. You may own the pet of your choice or a mo-ped? Which would you choose and why?
7. A wealthy relative is giving you a club membership. What kind of club would you choose?
8. When you reach age 18, you can have your own new car, or go to the college of your choice for 2-4 years.
9. You may redecorate your room--$300, or buy a stereo assuming you have none now.
10. You make take flying lessons for a private pilot license or take a trip to Europe for your 18th birthday gift.

Now carry these problems also through the decision-making process.

1. Which household chore do you dislike the most? How could you make it easier and more enjoyable?
2. Your parents are going out of town and you must pick someone with whom you would like to stay for three weeks.
3. Your father has just received a job transfer. He has a choice between moving to Grand Junction, Colorado, or to Omaha, Nebraska. He has asked each family member what they would prefer and why.
4. There is a gas leak in your neighborhood and you have 1/2 hour to pack your most valuable possessions and most needed items in only one suitcase. What would you pack?
5. Your younger 10-year-old sister has had a fight and now wants to make up with her frined. She is asking you for a suggestion.
6. Two people have invited you to the prom in another school. How can you decide with whom to go since you know them each only casually.
7. You just lost $20 or your $50 check. You owe $40--20 on a stereo payment to a department store, $10 to a friend, and $10 for having your cleaning done on clothes you need. What can you do?
8. The band you had contacted for the school dance has just cancelled the day before the dance. What do you do?
9. Your best friend's mother has just died. How can you help?
10. You are considered a bad influence by the parents of one of your good friends. How can you put yourself in a better light with them?

FIGURE 1
Arrangement of Decision Information Matrix



SHOPPING SIMULATION

PURPOSE: The purpose of this simulation is to help students appreciate the diversity of decisionmaking styles. It also gives students practice in thinking critically about the process of searching for and using information.

PREPARATION: Make a peg board to resemble figure 1. Have students research various products and prepare cards to provide information on brand, power, features, cost, and picture of product. The front of each card is marked with column and row number. A student assistant is in charge of replacing the cards after each shopping simulation.

Four students are selected and sent out of the room. The remaining students are given coding sheets marked off into matrix format corresponding to the decision board. They are instructed to enter the number 1 in the block corresponding to the card selected first by the shopping, 2 in the second choice box, etc. For instance, if the shopper selected the card in the third row under Model B, the number 1 would be put in 3B. They are told to note observations about the shopping process and which model is finally chosen.

One shopper is brought into the room at a time, The shopper is told to proceed as if he is at the store shopping and is encouraged to make verbal comments as he/she shops. The cards are read aloud as they are selected. The shopper is not allowed to spread the cards or scan them at the same time so that the observers may track the shopping process. The shopper may request a second look at the cards, however.

After the shopper has made a decision, the shopper is asked if he/she has used this product and if so, what brand.

CLASS DISCUSSION: After all the shoppers have finished, discuss the differences in shopping styles. Note the differences in the amount of information scanned by the shoppers, sequence, patterns exhibited, method used in comparisons, etc. Were all models compared? all information utilized? What information was most important to the shoppers?

Follow-up simulation exercise with a comparison shopping project.

Adapted from "Making the Decision Process Visible Through Shopping Simulation" by Charlotte V. Churaman, Dept. of Family and Community Development, University of Maryland, College of human Ecology, College of Human Ecology, College Park, MD 20742.

REFERENCES

GUIDE. **Values, Goals, and Decisions, Marjorie Levine, Bozeman, MT: Montana State University, 1986.**

WORKBOOK. Decision Making: Personal Skills, Ann de la Sota and Laura Cohen, Compton, CA: Educational Insights, 1985.

WORKBOOK. Decision Making: Social Skills, Ann de la Sota, Compton, CA: Educational Insights., 1985.

GUIDE. Master Curriculum Guide in Economics: Teaching Strategies for Basic Business and Consumer Education, New York: Joint Council on Economic Education, 1979.

BOOK. Deciding, H.B. Gelatt, Barbara Varenhorst, and Richard Carey, New York, College Entrance Examination Board, 1972.

CONSUMER EDUCATION
LEVEL I

CONCEPT II. CONSUMER SKILLS

SUBCONCEPT II. A. FOODS SELECTION/FAST FOODS

OBJECTIVE II. A. THE STUDENT WILL DETERMINE QUALITY FOR COST WHEN SELECTING FAST FOODS.

LEARNING ACTIVITIES AND RESOURCES

SOFTWARE. Use computer program to analyze fast food meals.

READ. Have students read "Restaurant Rating, COED, March 1984, p. 38-41. Have them compute the cost of their favorite fast foods.

CALORIE COUNT. Have students estimate how many calories they need per day (Weight in pounds x 19 for males (17 for females)). Portion the calories into number of meals eaten per day. Then examine the number of calories eaten in the student's favorite fast food meal. Use computer program Fast Food or a Calorie Chart of Fast Foods (Available from fast food companies). If meal exceeds allotted number of calories, adjust menu to satisfy caloric needs.

COMPARISONS. Write for nutritional information from different fast food restaurants and have students compare similar meals for nutrient qualities (ie. calories, calcium, vitamin C, iron, protein, etc.) Also compare sodium content and fat (saturated and unsaturated) content of foods.

GRAPH. Make graphs comparing nutrients in fast foods. Use to make most nutritious selections, ie. compare calories in plain hamburger vs. double cheeseburger, nutrients in milk vs. soft drinks.

TRAPPED. Students reach a consensus on food needs of someone trapped in a fast food restaurant. Food--Your Choice, Home Economics, Level 4. National Dairy Council.

COMPARISONS. Calculate cost of meal at favorite fast food restaurant. Then make the same meal at home and calculate costs, time and equipment needed. What is the difference in cost? quality? time? What are the advantages of eating out? eating in?

TASTE TEST. Taste test different fast food products. Find the classes' favorite according to taste and appeal, then compare taste with cost and nutritious quality.

DISSECT. Dissect each fast food product according to nutrient content. Draw a diagram showing nutrients found in each food. Compare with the "Anatomy of a Hero" poster (National Dairy Council).

NEWSLETTER. Read Nutrition Action Newsletter and respond to issues. See address for CSPI in references.

FURTHER ACTIVITIES

NEWS ARTICLE. Write an article for the school/community paper on best choices to make at fast food restaurants.

DISPLAY. Make a display for school lunchroom or entry way which illustrates best choices (comparisons) of fast food products.

RATE. Visit a fast food restaurant and observe services available. How would you rate the restaurants in drive up service, fast efficient service, sanitation, friendliness of employees, displays, attractiveness and convenience of packaging, food temperature/quality, traffic patterns, eating environment? Which of these factors are you willing to pay more for?

REFERENCES

SOFTWARE. Fast Food Micro-Guide, The Learning Seed.

SOFTWARE. Fast Food, 49.00, Career Aids.
GUIDE. Fast Food Guide, Michael Jacobson, CSPI-PD, 1501 16th St. NW, Washington DC 20036 (4.95)

CONCEPT II. CONSUMER SKILLS

SUBCONCEPT II. B. COMPARISON SHOPPING

OBJECTIVE II. B. THE STUDENT WILL USE LABELS AND UNIT PRICING AS GUIDES WHEN SHOPPING.

LEARNING ACTIVITIES AND RESOURCES

WORKSHEET. Complete "Comparative Shopping Craze", an exercise to compare prices of different size containers at different stores. This worksheet is in Forecast, October 1984, p. 38.

BEST PRICES. Use "Bargain Hunt II Unit Pricing" Worksheet in S.M.A.R.T. , p. 24, Appendix to have students find the best prices for a list of groceries.

DISCUSS. Using overheads, discuss requirements for labeling food products, including sodium and other additive labeling.

LABEL ACTIVITY. Have students bring in labels from various food products. Cover up the product name and have students try to identify the food the label describes.

CEREAL COMPARISON. Have students bring in empty cereal boxes. Compare the cereal boxes as to cost, fiber content, sodium content, sugar content, enriched with vitamins (% of RDA), and advertising gimmicks used, other additives such as coloring agents, etc. What does the class feel is the best cereal to choose?

HANDOUT. "I Can't Believe I Ate the Whole Thing". Students identify different advertizing techniques which may affect their decisionmaking. (Included in this guide)

COUNTER ADS. Have students assume they have been allowed two minutes of tv time to counter an ad they consider deceptive, misleading, or insulting. Students may use facts, persuasion or satire to counter the ads.

PICKLE POWER. Help consumers who are in a "real pickle" by learning about comparison shopping techniques. Pickle Power Lessons from Cooperative Extension Service, Clark County, University of Nevada, Las Vegas, Nevada 89104.

SOFTWARE. Understanding Labels. Interpretation of label information. For lower reading levels. 39.95, Career Aids, Inc.
CASE STUDY. Identify shopping mistakes made by two teenagers in a short story "A Sad Story". (Included in this guide)

EVALUATION ACTIVITY

CREATE LABEL. Have student create a label which contains all required information.

"I CAN'T BELIEVE I ATE THE WHOLE THING"

Suppose someone asks you to buy some breakfast cereal at a grocery store. That's easy--right? Wrong!

Facing you, on the shelves, are many brands of cereal. Which should you buy? One brand seems most appealing--so you buy it.

Why did that brand seem to jump out at you? The reason may be the power of advertising. In newspapers and magazines, on radio and TV, that brand might have been mentioned over and over again. In a way, you could have been sold on the brand before you entered the store.

In the U.S. advertising is a 13 billion dollar a year industry. Ads, for example, may take up to 60 percent of a newspaper's daily space. For every 30 minutes of a TV show, there may be three minutes of 6 commercials. One viewer counted 25 commercials on a Saturday morning hour long program.

Advertising tells about a product's good features, real or imagined. The aim is to get people to buy the product. Advertisers use different techniques to do this.

Among them:

a. Glad Names-The aim is to give you nothing but nice feelings about the product. Vital facts may be missing. Example: a sleeping pill ad may suggest relaxing rest, but not warn of the drug's dangers.

b. Creating a Mood-The ad aims to take you from "the here and now" to another place of time, hoping to arouse your desire for the product. Example: a soft drink ad showing swimmers sipping in a snowstorm suggests that you'll feel cool, too, if you buy the drink.

c. What's New?-This approach is aimed at people who like to own or use whatever is newest. Example: "Be the first on your block to own a Bounce-o-Trampoline!" Or a shampoo ad may boast of new ingredients.

d. The Real Thing-This type ad is aimed at people who are annoyed by too many man-made materials. The ad plays up what is natural or healthful, such as genuice leather or pure maple syrup.

e. The Money Saver-The appeal is to people who can't resist a bargain. Example: A clothing shop may offer "high quality goods at sensible prices."

f. Don't Be Left Out-These ads play on a person's fear of being the only one not to do or use something. Example: "Everyone who wants to stay odor free uses Zilch Deodorant--why aren't you?

g. Famous People-Will known personalities are paid to use their fame to sell products. The ad assumes you'll believe what the person says about the product. He may or may not use the product himself.

h. Statistics-Figures and percentages from studies give the impression the product is scientifically investigated or the figures may be used to show public acceptance of a product. Example: "Nine out of 10 families prefer Minty Fresh Mouthwash!"

i. Humor-The aim of this approach is to get you to laugh. Then, as you recall the ad's funny joke, you may also recall the name of the product. Ad with an old woman writing a letter with a "banana" can lead you to think of the yellow ball point pen it promotes.

j. Public Image-Here the product maker wants to show his concern for the environment or for people's health and safety. Example: "Mutual Electricity comes from plants that use smoke filters. We want the air you breathe to be super clean."

TRY YOUR SKILL

Recognizing Ad Techniques

When you look at ads, can you spot the techniques advertisements use to influence you? Knowing the techniques can aid you in being a more careful buyer. Read each "ad" that follows. Then write the letter of the correct technique in the blank.

____ 1. Why be left in the dust? Buy yourself a Swifty-Speeder Bike and keep up with the gang!

____ 2. Jackie and the Singing Five say, "Use Frite Lita Toothpaste to get a "Starry smile."

____ 3. Return to the simple life! Explore the cool forests; sing around the campfire; Sleep under the stars. Come to Freedom Acres Campground.

____ 4. Buy News-Views Magazine; 95% of all the students interviewed say they like it.

____ 5. Juicy, tasty, tender... That's how your meats will be if you oven wrap them in NEW Plastic-Roasto Wrap. Get some today!

____ 6. Grandma's Jelly is made the old-fashioned way with sun-ripened fruit and unrefined sugar.

____ 7. Every sheet of Natural Notebook Paper contains up to 50% recycled paper. We at Natural want to save the future forests for Your children.

____ 8. Does your hairspray choke your hair with a heavy coating? Secret New ingredient X290 in Swing Free Hairspray lets your hair breather.

____ 9. Did Adam ever have a date with Eve? No, but he had an apple! Most likely it was one of the Golden Delicious varieties sold by Top Quality Fresh Fruit. We've been around a long time....

____10. Cut your food budget in half by shopping at Sooper-Dooper Market. This week you can get give pounds of potatoes free with every $10 grocery order.

____11. Look Beautiful in 10 days. Lose five pounds and eat everything and drink only two glasses of Nutro-Slimo each day.. UU

Key: 1. F; 2. G; 3. B; 4. H; 5. C; 6. D; 7. J; 8. C; 9. I; 10. E; 11. A

NAME ____________________

HOUR ____________________

Assignment Sheet A Sad Story

DIRECTIONS: After reading the story, your teacher will give you a few minutes to list things that showed Debby and Tony were poor shoppers. See how many you can remember.

One day Tony and Debby were sent to the grocery store to buy some groceries. Dad said, "You had better make a list or you will forget something."

"No," said Tony as they ran out the door. "We'll remember everything." The children felt excited because this was the first time they had been allowed to go grocery shopping by themselves.

When they arrived at the big supermarket, they began by looking at the fresh tomatoes. "Oh, dear," said Debby, "which one is the biggest?" One rolled off and smashed on the floor when Tony pulled a large one from under the pile. The children quickly pushed it out of sight and hurried on.

Nearby they saw some delicious-looking grapes, They ate one. It was so good that each took a handful and ate them as they continued down the aisle.

After selecting a few more items, they decided they should get a grocery cart. Before they got back to the front of the store, Tony dropped a jar of pickles and broke it.

"Let's get out of there before anyone finds out," he said, and they walked very fast to the front of the store to get a cart.

After putting the food in the cart, once again they were on their way They were so busy that they accidently bumped into the lady walking in front of

"Ouch," she cried!

"Well, I did not mean to," said Debby in a grouchy voice, and to Tony said, "Why couldn't she stay out of the way?"

ASSIGNMENT SHEET (cont)

When choosing green beans, they looked carefully at the cans to see which label they thought had the best picture of green beans and when picking out cereal, they looked at all the packages to see if any had a prize in them. They messed up the display a little. They watched a lady squeeze a loaf a bread, so they, too, squeezed several loaves before they chose one in a pretty wrapper.

They were putting ice cream bars in the cart when Tony remembered they needed some frozen orange juice. "You go on and I'll get it," he said.

When Debby looked around, she saw a big bag of chocolate chip cookies. "We weren't supposed to get cookies, but they look so good, I think I'll buy them anyway," she thought.

On his way to get the juice, Tony stopped to pick out a magazine. He took so long Debby was on her way to check out. He began to run down the aisle, shouting, "Debby, Debby, wait for me!"

They darted in line ahead of a man who was starting to push his cart through the check out lane, and began to giggle when they saw the look on his face.

"That will be $10.56," said the clerk.

The children looked at each other. They had only $10.00.

Debby said she would put back the frozen orange juice, but in order to save time she decided to leave it on the shelf with the baby food.

The clerk made a mistake when she gave them their change. "I'm very sorry," she said as she handed them another quarter. Tony snatched the money from her had and without a word they left the store.

Slowly they rode their bikes home. It was a warm day so they stopped on the way to rest a while.

When they got home, Dad said, "What took you so long?" and Mom said, "The ice cream bars are melted!" And where is the orange juice? What are these cookies doing in the grocery bag? Here is a magazine! You forgot the aspirin! Believe me." she sighed, "I need it. I THINK I FEEL A HEADACHE COMING ON!"

WHAT IF EVERYONE ACTED LIKE DEBBY AND TONY?

EVALUATION

	Possible points	Your Score
1. Recognized 75% of shopping mistakes	50	

FROM Comprehensive Guide for Exploratory Home Economics Programs, University of Missouri, Columbia, MO May 1984

21 $

Two blouses for $19.99 each are a better buy than one for $39.99 with the second for 1 cent.

22 $

A movie for $3.50 is a better buy than a "two-for-one" $6 movie.

23 $

An AM/FM radio for $80 is a better buy than the same radio for $100 with 10 percent off.

24 $

A curling wand for $18.99 with a $3 rebate is a better buy than the same wand for $14.99.

25 $

An eight-ounce package of candy for 89 cents is a better buy than one pound of candy for $1.49.

26 $

A stereo receiver for $300 is a better buy than the same one for $400 with 15 percent off.

27 $

Six pretzel rods for $1.00 are a better buy than six at 15 cents each.

28 $

Three disposable shavers for $1.00 are a better buy than three for 29 cents each.

29 $

A down jacket for $89 is a better buy than the same jacket for $100 with 5 percent off.

30 $

A 6.4 ounce tube of toothpaste for $1.99 is a better buy than two 3.2 ounce tubes for $1.09 each.

31 $

A six-ounce bottle of cologne for $9.99 is a better buy than two-ounces for $3.99.

32 $

Two lipsticks for $1.99 each are a better buy than one for $2.39 and one free.

33 $

Two eight-ounce bags of chips for 89 cents each are a better buy than one pound for $1.69.

34 $

Two pairs of shoes for $23.99 each are a better buy than one pair for $30 and one pair free.

35 $

A pound of butter for $2.19 is a better buy than four sticks of butter for 59 cents each.

36 $

A wristwatch for $25.99 is a better buy than the same watch for $30 with 20 percent off.

37 $

A three-yard package of ribbon for 89 cents is a better buy than three yards at 25 cents a yard.

38 $

Two pints of strawberries for 79 cents each are a better buy than a quart for $1.29.

39 $

Two bow ties for $3.00 each are a better buy than two for $6.99.

40 $

Three four-ounce bags of popcorn for 59 cents each are a better buy than a 12-ounce bag for $1.09.

41 $

Four plastic combs for $2.00 are a better buy than four for 59 cents each.

42 $

A two-pound bag of potatoes for 99 cents is a better buy than potatoes for 59 cents a pound.

43 $

Five pencils for $1.00 are a better buy than five for 35 cents each.

44 $

A six-pack of ice cream bars for $1.79 is a better buy than six bars for 45 cents each.

45 $

Three soft pretzels for 50 cents each are a better buy than three for $1.00.

I'LL BUY THAT!

TEACHING OBJECTIVES

By encouraging students to play "I'll Buy That!" you'll be able to:

- create an awareness of price and quantity, and how they affect consumer decisions
- provide students with practice in spotting a "good buy"
- help students practice the mathematical skills needed to make consumer decisions.

GAME MATERIALS

- 45 shopping cards
- answer key
- scrap paper
- pencils or pens

To make cards, photocopy the cards on the preceding pages and mount them on cardboard or construction paper. To protect the cards, spray them with a polyurethane spray.

NUMBER OF PLAYERS

Two to four plus an answer checker. More can play, but you'll need 10 more cards for each additional player in the game.

OBJECT

The object of the game is to collect the greatest number of cards in the pile in front of you before any player goes "out."

HOW TO PLAY

1. Shuffle the deck and deal six cards to each player. Place the remainder of the deck face down in the center of the table.

2. The player to the left of the dealer begins; play continues clockwise.

3. On each turn, a player selects one card from the deck. The player places the card, or any other card from his hand, face up on the table, reads the statement on the card aloud and responds to it with either "I'll buy that!" (meaning the statement is *true*) or "I don't buy that!" (meaning the statement is *false*). Allow players one minute to answer. (They may use scrap paper and a pencil.) The answer checker checks the answer. If *correct*, the player leaves the card in front of him on the table and may either play a second card from his hand in the same way or may challenge another player (see #4). If *incorrect*, the player places the card in the discard pile, and selects two more cards from the deck to add to his hand.

4. To challenge, a player selects a card from his hand and places it face up in front of another player. If the challenged player answers correctly, the card is left face up in front of him. If the challenged player answers incorrectly, the card now becomes a part of the challenged player's hand.

5. Play now passes to the second player on the dealer's left.

SCORING

When any player discards all of his cards and goes out, the game is over. The person with the greatest number of correctly answered cards face up in front of him wins the game.

I'LL BUY THAT!

ANSWER KEY

1. F
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. F
10. F
11. F
12. T
13. T
14. F
15. F
16. T
17. T
18. F
19. F
20. F
21. T
22. F
23. T
24. F
25. F
26. T
27. F
28. F
29. T
30. T
31. T
32. F
33. F
34. F
35. T
36. F
37. F
38. F
39. T
40. F
41. T
42. T
43. T
44. T
45. F

CONCEPT II. CONSUMER SKILLS

SUBCONCEPT II. C. CLOTHING

OBJECTIVE II. C. THE STUDENT WILL SELECT CLOTHING TO MEET PERSONAL NEEDS.

LEARNING ACTIVITIES AND RESOURCES

REPLACEMENT COSTS. Have students estimate the total replacement cost of what they are wearing. Verify costs using catalogs. Then calculate how long it would take to purchase these items if working at minimum wage. Do students take good care of their "investment"?

JEAN COMPARISON. Have students devise an evaluation sheet to judge quality of blue jeans after teacher has presented a lesson on what to look for when purchasing clothing. Have each student bring in a pair of blue jeans and evaluate three brands using the evaluation sheet. Compile class results.

JEAN IDENTIFICATION. Guess These Jeans Worksheet. Discuss the "intrigue" of designer clothes. Is it worth the price? Where does quality fit into the picture? (Included in this guide)

READ. Read article "Blue Jeans--All American--All Stars, page 16-18, Consumer and Life Skills, News Magazine, P.O. Box 310, Highwood, IL 60040.

WRITTEN ACTIVITY. Have students select their favorite clothing purchase and write a paragraph on what it is about the article that makes it their favorite item. How should these qualities be considered when making additional purchases?

SURVEY. Survey classmates on how much teenagers spend on their clothing per season/year. Compile results.

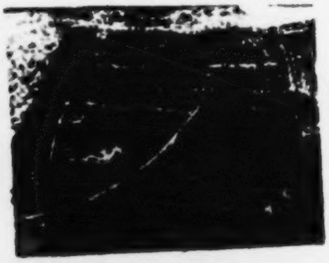
INTERVIEW. Have students interview and audiotape clothing salespersons for their ideas on the teenage market in clothing. What percentage of their sales are purchased by teens? What are teens buying? How would they rate teens buying skills? What would they suggest as ways teens could become better buyers?

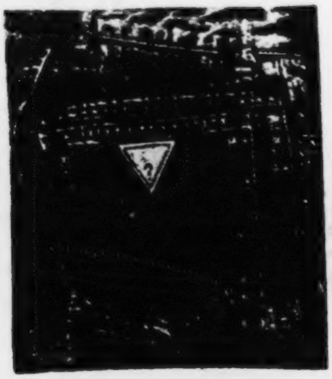
PANEL. Have a panel of students and parents discuss teenage fashion, school and family dress codes, and clothing budgets.

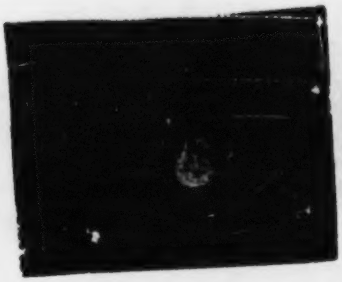
INVENTORY. Have students inventory their present wardrobes. Are there items that have not been worn for a while, in need of repair? What color schemes are most apparent? Have them write a paragraph on one clothing item they could purchase which would best enhance their present wardrobe. Use catalogs for pictures/ideas.

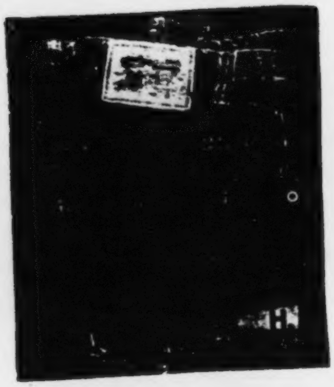
GUESS THESE JEANS

Most brands of quality jeans have two distinctive characteristics: special logos and unique stitching patterns on the pockets. Just by looking at these photos, can you figure out which company made the jeans? Write the company or designer names in the blanks.









A. ______________
B. ______________
C. ______________
D. ______________
E. ______________
F. ______________
G. ______________
H. ______________

FROM Consumer and Life Skills Magazine, Highwood, IL 60040

SMALL GROUP. Have students work in small groups to develop a scheme for planning a teenager's wardrobe. What clothing items are essential? Nice to have? Develop a checklist for teens to use in planning their wardrobe.

WORKSHEET. Have students complete "My Greatest Clothing Lemon". Discuss what were the students' major dissatisfactions with clothing purchases. Make a list of how these "lemons" could have been avoided.

DEMONSTRATION. Have guest speaker demonstrate ways to get the most out of clothing by using accessories (scarves, jewelry, belts) geared to the adolescent's tastes.

WARDROBE WHEEL. Have students cut out three different sized circles to make a wardrobe wheel to illustrate different combinations that can be planned around a central garment. See Clothing: Image and Impact, South-Western Publishing, 1983 for instructions.

LABEL READING. Have students read labels for care instructions and fiber content. Discuss care instructions and what they mean for durability of garment. Is it important to check the label information before purchasing a garment?

GAME. Play "Comparative Shopping Game" on the computer to simulate clothing shopping spree. Directions for inputting game are in **Coed,** Sept 1984, p 75-78.

REFERENCES

BOOKLET. Your Clothing Dollar, Money Management Institute, Household Financial Service, Dept CC, 2700 Sanders Road, Prospect Heights IL 60070

WORKBOOK. Survival Vocabularies. Clothing Language, 80 important words consumers should know. Humorous cartoons keep interest. 31.90/10 workbooks. Career Aids.

POSTERS. 20 Tips for Buying Clothing, Diane Hopkins, J. Weston Walch, 20 Posters/9.95.

FILMSTRIP. Clothing: A Consumers Guide. 2 Filmstrips which give helpful tips on buying clothes and judging quality. Career Aids, $66.00.

FILMSTRIPS. Spending Your Clothing Dollars. Career Aids, $45.

GUIDE. Survival Skills: Living On Your Own. Clothing: Getting the most for Your Money. Career Aids.

See Clothing and Textiles, I. Buying & Selecting Ready-To-Wear, C. Wardrobe and D. Shopping, p. B-14-B-27 for more resources and activities.

CONSUMER EDUCATION
LEVEL I

CONCEPT II. CONSUMER SKILLS

SUBCONCEPT II. D. RECREATION

OBJECTIVE II.D. THE STUDENT WILL SELECT RECREATION OPPORTUNITIES TO MEET NEEDS AND RESOURCES.

LEARNING ACTIVITIES AND RESOURCES

POLL. Take a poll on how much teenagers spend on recreation. Is this enough, too much? Find out how much time the average teenager spends on recreation.

SURVEY. Take a community survey of recreational opportunities available for teens. Classify these as to which ones cost money, which ones can teens do alone, group activities, which ones take special skills or knowledge, which ones are restricted to certain times or age groups.

CASE STUDY. Give students case studies to solve recreation problems such as what can teens do if no recreational facilities are available in their community, if parents do not let you go to any unsupervised activities, if transportation is a problem, if family cannot afford any money for recreation activities, etc.

SPEAKER. Have guest speaker talk on the lifetime benefits of different types of recreation and how much activity is recommended for healthful adolescent living.

DISCUSSION. Why is it important that recreation opportunities are available for teens? What needs are met by different types of recreation? I.E. Social, creative, physical, etc.

SPEAKING. Have students give a three minute speech on their favorite recreational activity. This may be their favorite sport, a hobby, a trip they took during the summer, etc.

CASE STUDY. Read "The Quarter Gobblers" and complete worksheet. (Included in this guide. Follow-up with "The Spending Plan". (Included in this Guide)

BUDGET. Have students keep track of their expenses for recreation and other expenses. What percent of their income is spent on recreation? What is the class average? Would they spend this money differently if they had the chance to spend it over? Plan a budget for their future spending. (Week's Financial Record included in this guide)

FURTHER ACTIVITIES

RESEARCH. Research what services are provided by city, county, state and federal funds. What services would you like to see cut? added? Is there a particular issue with which you are concerned? Write a letter to the editor of your paper or other news magazine.

Assignment Sheet The Quarter Gobblers

Directions: Read the story and answer the thought questions at the end.

J. J. reached into his pocket and took out his last quarter. He put it in the video game and began to play.

J. J. knew he spent a lot of money on video games, but he really loved to play. He also enjoyed meeting his friends at "Cellar Games" after school. J. J.'s mother didn't mind. She knew most of the crowd were kids from the middle school and the manager was one of her friends. Her only objection was that he spent much of his weekly allowance on the games and refreshments and he often had to ask for more money before the week was over. In fact, she called the machines "those crazy quarter gobblers."

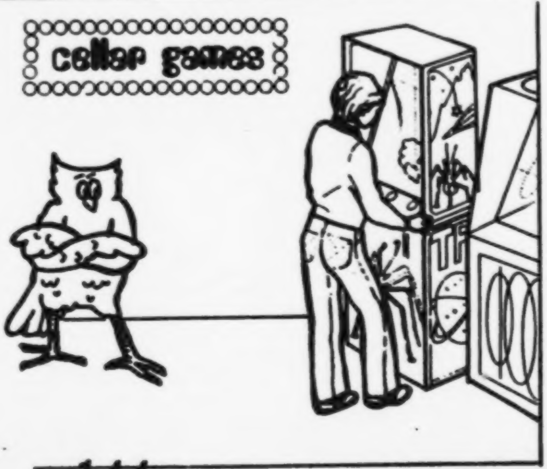
Just as he finished the game, his friend, Rusty called to him. "Hey J. J., want to go skating tonight with Erik and me? My dad will drive us." J. J. started to say he would, but then he remembered he had no more money. "I don't know yet, Rusty. I'll have to ask Mom. I'll call you when I find out."

He shoved his hands in his pockets and with his head down, slowly began walking home. His pockets felt empty and he felt very glum. "I'm always broke," he thought. "Last week when I ran out of money, Mom couldn't give me extra. She may not be able to this week either. Rusty and Erik always have plenty to spend. Maybe I would too, if my folks hadn't gotten a divorce."

J. J.'s parents had separated last year. They had argued a lot and finally they decided it would be best if they weren't married any longer. J. J.'s dad sent them some money and his mom had gone back to work. Her job in the discount store did not pay a lot, even though she was a department manager. Often J. J. had to wait for the things he needed until his dad's check came. "I hope Dad's check came today," he thought, "then maybe Mom can give me the money to go skating tonight." The thought made him feel better. "This is the last Friday of the month, and the check usually comes on Friday or Saturday." He felt so much better that he began to jog the last three blocks home.

Study J. J.'s Spending Plan. It shows how much money J. J. spent this week.

1. Do you think it is J. J.'s parents' fault he has run out of money? Give your reasons.



Assignment Sheet (contd)

"Last you write down the things you want but are for your own pleasure and are not essential. Don't forget that you need some money for the weekend." Once again J.J. listed the items.

"Now, let's write in how much you will spend on each item." she said. J.J. thought very hard. Perhaps he didn't need to drink all those colas. He could snack at home. Then he had another idea. "Maybe I could take my lunch three days a week instead of two," he suggested. At last the spending plan was finished. Suddenly he had another idea about how he could save some money. J.J. was thinking about how his dad often said something about "money burning in my pocket." Perhaps he was right. If he had it with him he might spend it. He would just carry the amount he needed.

His mother smiled. "That looks good, J.J. Let's see how it works this week. If it isn't quite right, we can always change it. Here's your allowance, Son. Good luck!"

J. J.'s Spending Plan

Allowance $15.00

Essentials

Non-Essentials

Total **$15.00**

EVALUATION

		Possible Points	Your Score
1.	Thoughtful answers	40	
2.	Written work neatly done	20	
3.	Active participation in discussion	40	
	Total Points	100	

FROM Comprehensive Guide for Exploratory Home Economics Programs, University of Missouri, May 1984.

J.J.'s Weekly Expenses

Monday

School lunch	1.25
Candy Bar	.30
Soda pop	.50
Video Games	1.00
Pay Erik back	1.00

Tuesday

School lunch	1.00
Corn Chips	.25
Soda pop	.50
Notebook	1.50

Wednesday

(Brought lunch)*	
Carton of milk	.25
Ice Cream Cone	1.00
Video Games	1.25
phone call	.25

Thursday

(Brought lunch)*	
Carton of milk	.25
phone call	.25
Video Games	.75

Friday

lunch	1.15
Soda pop	.50
pencil	.25
Art Project	.50
Video Games	1.25

*Please note J. J. always ate lunch

NAME ____________________

HOUR ____________________

Assignment Sheet The Spending Plan

DIRECTIONS: Read the story carefully. You will also need to refer to J.J. Weekly Expenses. Both have many clues about how to help J. J. with his spending plan. Your teacher may ask you to work in groups. After you have helped J. J. by filling in the spending plan on the next page, you may be asked to share your ideas with other students.

The next morning when J.J. came into the kitchen, Mrs. Alexander looked up. "Good morning, J.J., did you have fun last night?"

"Sure did, Mom, thanks fir giving me extra money," replied J.J. "I haven't forgotten our deal either. As a matter of fact, I have written down as much as I could remember about how I spent my allowance last week. It will give us something to go by."

"Good for you," said his mother. "Your list will tell us what items to include in your plan."

"J.J.," she began "every payday I write down all the bills that have to paid. I allow a certain amount for groceries and put some in our savings account. We include some money for entertainment and some for various things we may need that I don't know about right then. I call them "miscellaneous expenditures," she explained. "I add these figures together and see if the amount is the same amount as our income. Then after I decide the amount for each item we try not to spend more than the plan says we can spend." This is why the checkbook may say I have plenty of money in the bank, and I tell you we cannot afford something. The money left in the account may have to pay the gasoline bill or something else we must have. If I did not have a spending plan every month, I'm afraid we would run out of money."

" I get it," said J.J. "I decide how much I can spend at the arcade and when I've spent that much, I quit," he said.

"You have the right idea, Son," his mother replied. They got some paper and pencils and began to take about things J.J. needed.

"What are the most essential things you must spend money for?" asked his mother.

"What's essential?" asked J.J.

"Essential means something you must have," answered Mrs. Alexander.

"Lunch and school supplies," replied J.J. thoughtfully as he wrote them down.

"Now write down the things you should include, besides entertainment and refreshments," his mother continued.

J.J. wrote them down.

Assignment Sheet (cont'd)

2. Add all the expenditures each day and total them. How much money did J. J. receive per week?

3. Circle all essential expenses. How much money did he spend on non-essential things?

4. He needed at least $3.00 to go skating. How could he have managed his money so he could have gone skating without asking for more money?

5. Why is it important that a family save some of their paycheck?

6. Do you think J. J. should save part of his allowance?

7. J. J.'s mother expected him to buy his school supplies and lunches with his allowance. He was also supposed to use it for his expenses for entertainment and refreshments. Do you think she was being reasonable? Give your reasons.

EVALUATION

	Possible Points	Your Score
1. Thoughtful answers	40	
2. Work neatly done	20	
3. Active participation in discussion	40	
Total Points	100	

FROM Comprehensive Guide for Exploratory Home Economics Programs, University of Missouri, Columbia, MO May 1984

$$$$$

MY WEEK'S FINANCIAL RECORD

Name ______________________

C - 37

Day	Income	EXPENSES						
		Food	Clothes, Shoes, Accessories	Personal Care	Recreation	Reading Education	Savings	Other
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
	.	.	.	.	.	.	.	.
TOTALS	.	.	.	.	.	.	.	.

Total Income ______________________

– Total Expense ______________________

Balance ______________________

$$$$$

FROM: North Dakota Junior High Home Economics Curriculum Guide.

CONSUMER EDUCATION
LEVEL I

CONCEPT II. CONSUMER SKILLS

SUBCONCEPT II. E. SERVICES

OBJECTIVE II.E. THE STUDENT WILL RELATE SERVICES TO INDIVIDUAL NEEDS AND RESOURCES.

LEARNING ACTIVITIES AND RESOURCES

SURVEY. Survey different services available in community. Are there any needs not being met in your community?

READ/REACT. Read "Why is Service So Bad", TIME, February 2, 1987. Have students react either in a class discussion or essay.
Have students had any experiences getting poor service? Would they be willing to pay more for good service?

ROLE PLAY. Role play how to handle situations where the consumer has gotten "poor service."

WRITTEN ACTIVITY. Write a letter complaining about poor service or a poor quality product. Follow the steps in "Speak Up". (Included in this guide)

PANEL. Invite local service personnel to discuss what services they provide the community.

MAIL ORDER. Have students complete an order for an item purchased through mail order catalogs. Discuss the advantages/disadvantages of mail ordering. What services are given up?

LIBRARY. Have reference librarian explain references available to investigate consumer problems.

SPEAK UP

Even in today's complex marketplace, you should expect quality products and services at fair prices. When something goes wrong, however, you need to let the company or professional know about your problem. Not only is this the fastest way to get your complaint resolved, but it also gives the company a chance to keep you as a satisfied customer and gain new customers by learning from mistakes. Most companies welcome this opportunity.

Handling your own complaint is easy. We recommend the following steps:

Identify Problem

Identify the problem and what you believe would be a fair settlement. Do you want your money back? Would you like the product repaired? Will an exchange do?

Gather Documentation

Gather documentation regarding your complaint. Sales receipts, repair orders, warranties, cancelled checks, or contracts will back up your complaint and help the company solve your problem.

The Store
Public Library
The Store
T.M.

Go Back To Where You Made The Purchase

Contact the person who sold you the item or performed the service. Calmly and accurately explain the problem and what action you would like taken. If that person is not helpful, ask for the supervisor or manager and repeat your complaint. A large percentage of consumer problems are resolved at this level. Chances are yours will be too.

Don't Give Up

If you are not satisfied with the response, don't give up. If the company operates nationally or the product is a national brand, write a letter to the person responsible for consumer complaints at the company's headquarters. A listing of many of these companies begins on page 11. If the company doesn't have a consumer office, direct your letter to the president of the company.

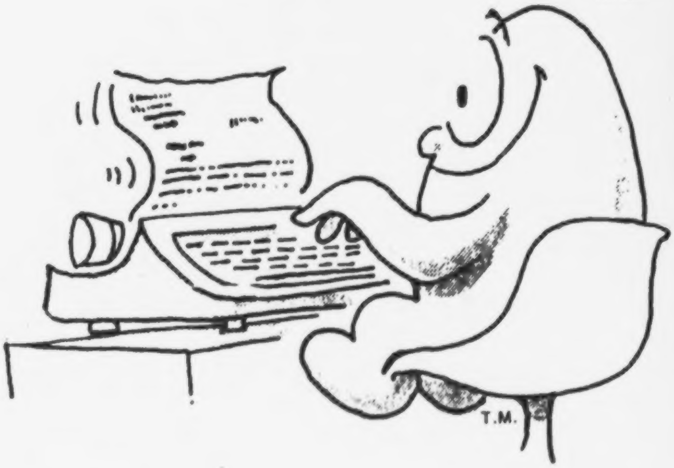
How To Write a Complaint Letter

Where To Write

If you have already contacted the person who sold you the product or service or the company is out of town, you will need to write a letter to pursue your complaint.

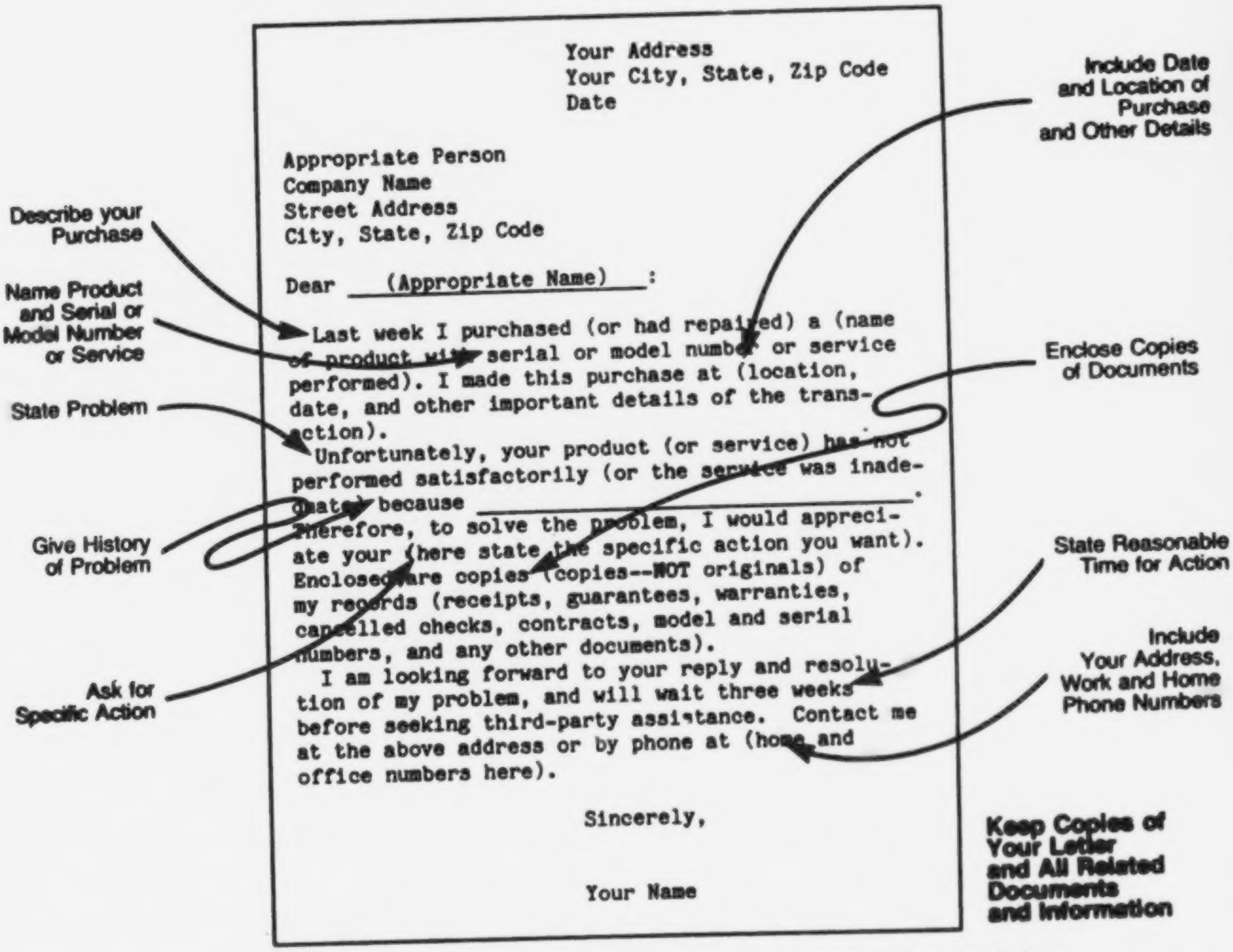
If you need the president's name and the address of the company, first check in your phone directory to see if the company has a local office. If it does, call and ask for the name and address of the company's president. If there is no local listing, check *Standard & Poor's Register of Corporations, Directors and Executives*. It lists over 37,000 American business firms and can be found in most libraries.

If you don't have the name of the manufacturer of the product, check your local library for the *Thomas Register*. It lists the manufacturers of thousands of products.



A Few Basic Tips on Letter Writing

- Include your name, address and home and work phone numbers.
- Type your letter if possible. If it is handwritten, make sure it is neat and easy to read.
- Make your letter brief and to the point. Include all important facts about your purchase including the date and place where you made the purchase and any information you can give about the product or service such as serial or model numbers or specific type of service.
- State exactly what you want done about the problem and how long you are willing to wait to get it resolved. Be reasonable.
- Include all documents regarding your problem. Be sure to send COPIES, not originals.
- Avoid writing an angry, sarcastic, or threatening letter. The person reading your letter probably was not responsible for your problem, but may be very helpful in resolving it.
- Keep a copy of the letter for your records.



Your Address
Your City, State, Zip Code
Date

Appropriate Person
Company Name
Street Address
City, State, Zip Code

Dear __(Appropriate Name)__:

Last week I purchased (or had repaired) a (name of product with serial or model number or service performed). I made this purchase at (location, date, and other important details of the transaction).

Unfortunately, your product (or service) has not performed satisfactorily (or the service was inadequate) because ____________________. Therefore, to solve the problem, I would appreciate your (here state the specific action you want). Enclosed are copies (copies--NOT originals) of my records (receipts, guarantees, warranties, cancelled checks, contracts, model and serial numbers, and any other documents).

I am looking forward to your reply and resolution of my problem, and will wait three weeks before seeking third-party assistance. Contact me at the above address or by phone at (home and office numbers here).

Sincerely,

Your Name

Describe your Purchase

Name Product and Serial or Model Number or Service

State Problem

Give History of Problem

Ask for Specific Action

Include Date and Location of Purchase and Other Details

Enclose Copies of Documents

State Reasonable Time for Action

Include Your Address, Work and Home Phone Numbers

Keep Copies of Your Letter and All Related Documents and Information

FROM: Consumers Resource Handbook, U.S. Consumer Affairs Office.

CONCEPT III. CREATE A JOB

SUBCONCEPT III. A. TALENTS, SKILLS, INTERESTS

OBJECTIVE III. A. THE STUDENT WILL IDENTIFY PERSONAL TALENTS, SKILLS, AND INTERESTS.

LEARNING ACTIVITIES AND RESOURCES

APTITUDE TEST. Invite school counselor to give students an aptitude test.

DISCUSS. Discuss how interests can be related to job possibilities.

GUEST SPEAKER. Have guest speaker talk on how his special hobbies led to his present career.

RESEARCH. Have students research possible jobs they are interested in now. Identify what skills and abilities are required.

SPEAKING. Have students give a three minute speech on an interest of theirs.

HOBBY. Have students try a new hobby. Share results with class.

MATCH. Complete "What's Your Line" worksheet to match skills and interests to possible home economics career choices. (Included in this guide)

GAME. Play "Job Quest" to explore various means of looking for a job, planning job campaigns and analyze interview techniques. (Included in this guide)

WHAT'S YOUR LINE?

MATCH YOUR INTERESTS AND SKILLS TO POSSIBLE CAREER CHOICES.

☐ **1.** You'd rather sew your own clothes than buy them, and you'd rather take an art class than science or math.

☐ **2.** You're very health conscious so your mom put you in charge of meal planning and grocery shopping for your family.

☐ **3.** You work part-time as a babysitter. If you could, you'd be around kids all the time!

☐ **4.** You're good at budgeting your allowance and would like to help others manage their money better.

☐ **5.** You're outgoing, you enjoy working with your hands, and you're always experimenting with new hairstyles and makeup.

☐ **6.** You've always wanted to be a teacher. Right now, you're doing volunteer work with handicapped kids.

☐ **7.** You're famous for your Quiche Lorraine and chocolate chip cookies. You just got a part-time job at a fast-food restaurant.

☐ **8.** You were voted best-dressed in your class, and you recently started writing for the school newspaper.

☐ **9.** You enjoy making and selling craft items, and you're always redecorating your room.

☐ **10.** You're fascinated by lots of different careers, and you love playing matchmaker—matching your friends with careers, that is!

☐ **11.** You love science, and you wish you could combine it with health and beauty.

☐ **12.** Your friends always come to you for advice. You'd like to help other people solve their problems the way you help your friends.

A. BANKER

B. GUIDANCE COUNSELOR

C. SPECIAL EDUCATION TEACHER

D. FASHION EDITOR

E. SOCIAL WORKER

F. INTERIOR DESIGNER

G. TEXTILE DESIGNER

H. BEAUTY CHEMIST

I. CHILD CARE WORKER

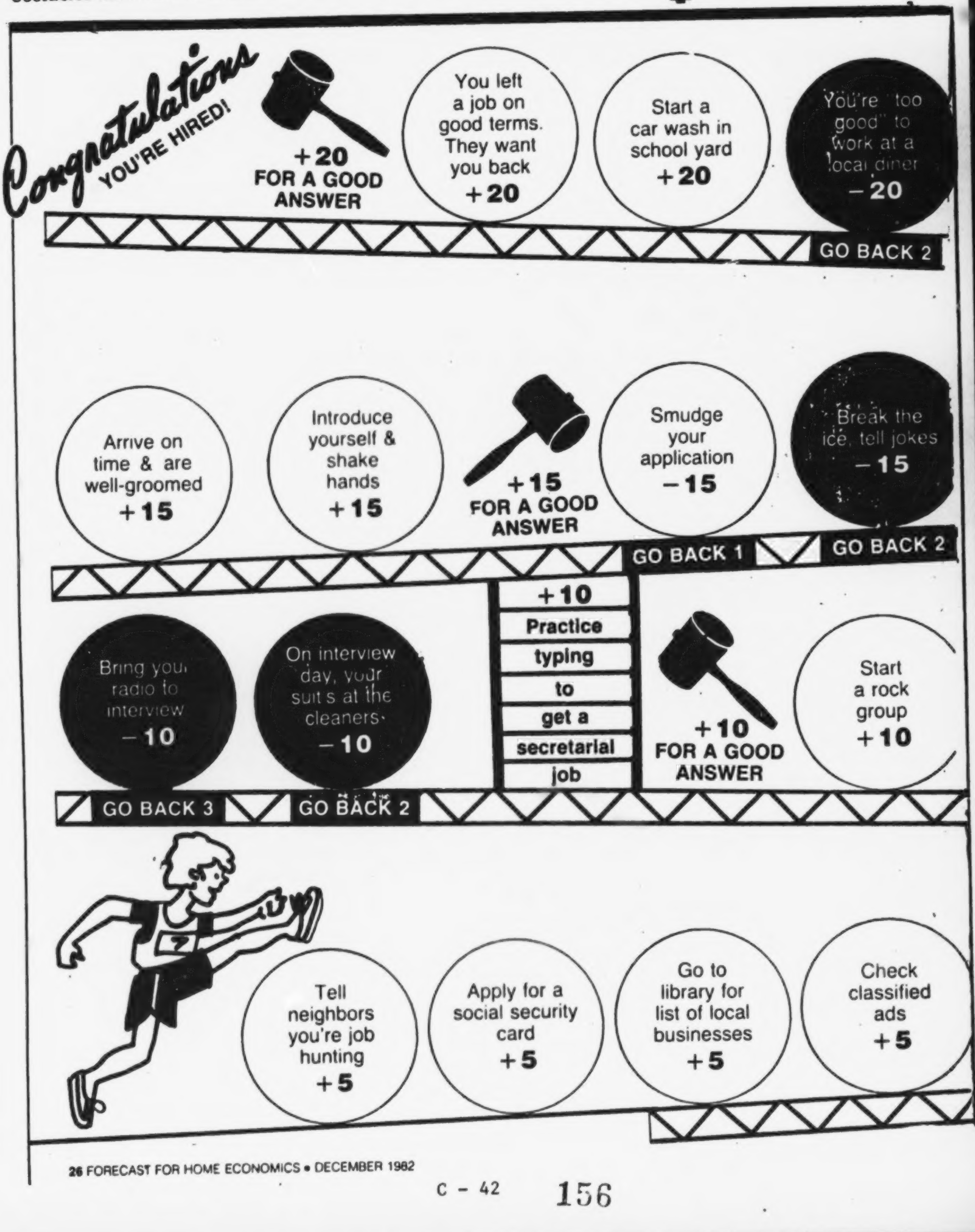
J. CHEF

K. COSMETOLOGIST

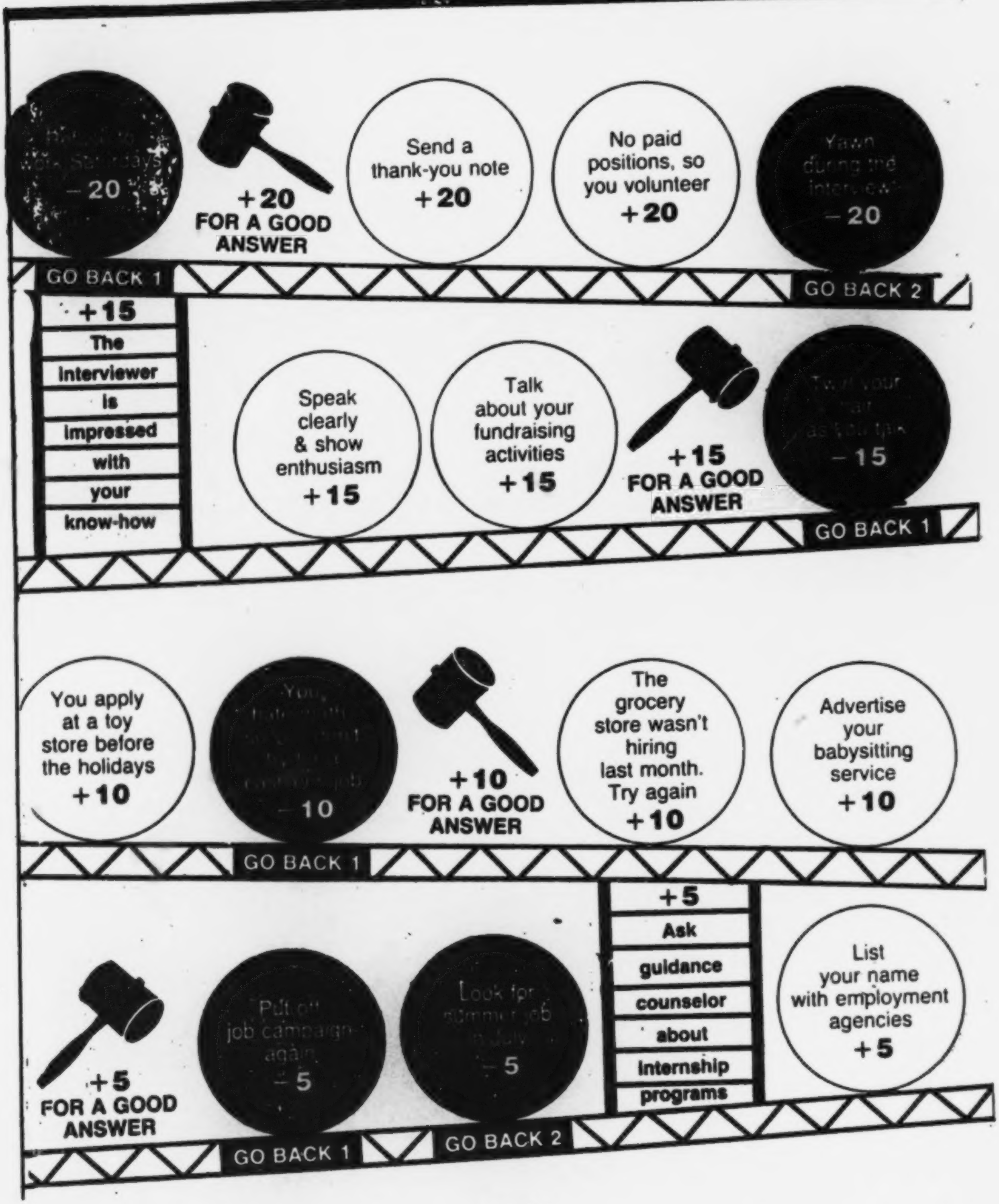
L. DIETICIAN

JOB

Finding a job involves luck and know-how too! Play "Job Quest" and see if you can overcome the obstacles and climb the ladder of success.


Congratulations
YOU'RE HIRED!
+20
FOR A GOOD ANSWER
You left a job on good terms. They want you back +20
Start a car wash in school yard +20
You're "too good" to work at a local diner −20
GO BACK 2
Arrive on time & are well-groomed +15
Introduce yourself & shake hands +15
+15
FOR A GOOD ANSWER
Smudge your application −15
Break the ice, tell jokes −15
GO BACK 1
GO BACK 2
+10 Practice typing to get a secretarial job
Bring your radio to interview −10
On interview day, your suit's at the cleaners· −10
+10
FOR A GOOD ANSWER
Start a rock group +10
GO BACK 3
GO BACK 2
7
Tell neighbors you're job hunting +5
Apply for a social security card +5
Go to library for list of local businesses +5
Check classified ads +5

QUEST


Have to work Saturdays
−20
GO BACK 1
+20
FOR A GOOD ANSWER
Send a thank-you note
+20
No paid positions, so you volunteer
+20
Yawn during the interview
−20
GO BACK 2
+15
The
interviewer
is
impressed
with
your
know-how
Speak clearly & show enthusiasm
+15
Talk about your fundraising activities
+15
+15
FOR A GOOD ANSWER
Twirl your hair as you talk
−15
GO BACK 1
You apply at a toy store before the holidays
+10
You
−10
GO BACK 1
+10
FOR A GOOD ANSWER
The grocery store wasn't hiring last month. Try again
+10
Advertise your babysitting service
+10
+5
Ask
guidance
counselor
about
internship
programs
List your name with employment agencies
+5
+5
FOR A GOOD ANSWER
Put off job campaign again
−5
GO BACK 1
Look for summer job in July
−5
GO BACK 2

JOB QUEST

Finding a job is difficult for anyone, but teenagers have an especially hard time simply because they're not sure where to begin. How can you help them? Use "Job Quest"—which physically resembles a popular video game—to encourage students to:

- explore various means of looking for a job, as well as different career opportunities
- plan their job campaigns
- analyze interviewing techniques.

NUMBER OF PLAYERS

Two to five players. (*Note:* You may divide the class into teams, each team selecting a captain to represent them. Team members take turns answering bonus questions.)

GAME MATERIALS

- one die
- markers
- bonus questions (below)
- gameboard

You can stiffen the gameboard (and preserve it) by gluing it to a heavy piece of cardboard and spraying the surface with a polyurethane finish. (Before you do so, make a copy of these instructions.) The markers and chips can be borrowed from other games or you can make your own using a variety of buttons, coins, beans, or whatever small objects are available.

OBJECT

The object of the game is to get hired with the greatest number of points.

HOW TO PLAY

1. Each player (or team) selects a marker and places it at the starting line. Each player rolls the die; the player who rolls the highest number begins and play proceeds clockwise.

2. Each player throws the die and moves his marker the appropriate number of spaces. (Barrels, hammers, and ladders are all considered spaces.)

Barrels: If a player lands on a barrel, he must read what it says and record (or the teacher may record) the points gained or lost.

Hammers: If a player lands on a hammer—or is sent back to a hammer—he must answer one of the bonus questions below. (*Note:* The bonus questions are included to inspire thought. There are no clear-cut answers, and only the teacher can determine whether the answer given is good.) If the answer is good, the player adds the points awarded to his score. If not, no points are awarded.

Ladders: If a player lands on a ladder, he adds the number of points received to his score and climbs up the ladder.

3. Players continue as above until they are hired. The exact roll of the die is needed for a player to land on "You're hired!" The first player to cross the finish line adds 20 points to his score. The second adds 15; the third, 10; the fourth, 5; the fifth player gets no additional points.

4. Once all of the players have been hired, points are tallied up. The player with the greatest number of points wins.

BONUS QUESTIONS

Ask the following bonus questions when students land on hammers. (These questions are designed to be used an unlimited number of times. Add your own questions if desired.)

- You're interviewing for job as a: ***mechanic (or a shoe salesperson, clerk, bank teller, gardener, babysitter, model, receptionist, etc.). What should you wear?***
- You love: ***art (or cars, cooking, kids, parties, sewing, math, science, video games, novels, sports, etc.).*** You would probably like a job as a? (*Note:* Encourage students to use their imaginations. Almost any answer can apply.)
- Name a business or line of work that is very busy in January (or February, March, etc.).
- Some jobs are territorial. For instance, movie makers are usually based in Hollywood, California, while tobacco farmers work in the South. What other jobs are territorial? What jobs would you look for in the Midwest (or the Northeast, Alaska, New York, etc.)?
- Name a hobby or activity that you are involved in, and explain how skills used in this hobby might be applied to a particular line of work. (For instance, a person who enjoys throwing parties might be an excellent caterer.)
- I'm interviewing you for a job as a: ***fast-food cook (or a secretary, clerk, messenger, teacher's aide, nursing aide, farmer, fireperson, etc.).*** Convince me that I should hire you.
- Name a local business that might hire a young person with your skills and explain why.

Based on "Donkey Kong," copyright, 1981, Nintendo of America Inc.

CONSUMER EDUCATION REFERENCE ADDRESS LIST

Addison-Wesley Publishers, 1 Jacob Way, Reading, PA 01867

Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102

Better Business Bureau--National Office, Council of Better Business Bureaus, 1515 Wilson Boulevard, Arlington, VA 22209

Better Business Bureau, 841 Delaware Street, Denver, Colorado 80204.

Career Aids, Inc., 20417 Nordhoff Street, Dept # C 2, Chatsworth, CA 91311

Consumers Resource Book, Consumer Information Center, Pueblo, Colorado 81009.

Current Consumer, 501 Bank Lane, Highwood, Il 60040

CSPI-PD, 1501 16th Street, NW, Washington, DC 20036

Consumer Digest, P.O. Box 3074, Harlan, IO 51537

Consumer and Life Skills, P.O. Box 310, Highwood, IL 60040

Consumer Protection Office, Consumer Affairs Bureau, Department of Commerce, 1424 Ninth Avenue, Helena, MT 59620

Dodd, Mead & Company, 79 Madison Avenue, New York, NY 10016

Educational Insights, Compton, CA

Forecast for Home Economics

Hawthorne Press, Box 1422, Weaverville, CA 96093

Home Economics School Service, 10,000 Culver Blvd, Culver City, CA 90232-0802

Human Relations Media, 175 Tompkins Ave, Pleasantville, NY 10570

Joint Council on Economic Education, Master Curriculum Guide in Economics: Teaching Strategies for Basic Business and Consumer Education, New York.

Money Management Institute, Household Financial Service, Dept CC, 2700 Sanders Road, Prospect Heights, IL 60070

National Dairy Council, 6300 North River Road, Rosemont, IL 60018 or 12450 N. Washington, P.O. Box 33120, Thornton, CO 80233-0120

Nevada Cooperative Extension Service, Las Vegas, Nevada 89104

Pennys, 1301 Avenue of the Americas, New York, NY 10019

Prentice Hall, College Division Route W, Englewood Cliffs, NJ. 07632

S.M.A.R.T. (Science and Math Activities and Resources for Teaching Home Economics), Marjorie Levine. Write Angelina Parsons, Department of Home Economics, Montana State University, Bozeman, MT 59717

Southwestern Publishing Company, 5101 Madison Road, Cincinnati 45227

The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047

Values, Goals, and Decisions, developed by Marjorie Levine. Available for loan from the Montana Office of Public Education, Vocational Education, Gene Christiansen, Helena, Montana.

FAMILY LIFE

FAMILY LIFE
LEVEL I

COMPETENCIES:
- I. Summarize personality development.
- II. Determine personal values, goals & standards.
- III. Relate adolescent developmental tasks to personal growth.
- IV. Explain the relationship between the adolescent and the family.
- V. Explain the importance of peers as they influence adolescent behavior.
- VI. Explain ways to cope with peer development.
- VII. Summarize careers related to family life.

CONCEPTS	OBJECTIVES
I. Discovering Self	I. Discovering Self The student will:
A. Basic Needs 1. Affection 2. Security 3. Safety 4. Independence 5. Acceptance 6. Achievement 7. New experience	A. Identify basic physical and psychological needs of individuals.
B. Personality Development 1. Self concept a. exploring b. accepting c. strengthening 2. Forces shaping personality a. heredity b. stereotyping c. environment d. culture e. sex roles f. stress g. self-esteem	B. Identify factors which influence personality development.

II. Values, Standards, Goals	II. Values, Standards, Goals The student will:
A. Definition 1. Personal 2. Societal 3. Material	A. Define values, goals, and standards.
B. Sources 1. Family 2. Peers 3. Media 4. Other people 5. Experiences	B. Identify sources which influence values, goals, and standards.
III. Adolescence	III. Adolescence The student will:
A. Developmental Changes 1. Physical 2. Sexual 3. Emotional 4. Cognitive 5. Moral 6. Social	A. List areas of growth and development
B. Cultural Expectations 1. Male 2. Female	B. Define cultural expectations of the male and female teenager.
C. Identity Conflicts 1. Physical 2. Social 3. Moral	C. Identify conflicts associated with adolescence.
IV. Family	IV. Family The student will:
A. Define Family	A. Define family.
B. Types 1. Nuclear 2. Blended 3. Communal 4. Extended	B. Identify types of families.
C. Sibling Relationships 1. Sibling roles 2. Birth order 3. Rivalry	C. Outline problems in sibling relationships.
D. Relationship with Parents 1. Independence 2. Conflict 3. Communication 4. REsponsibility to family	D. Describe factors affecting the relationship with parents.

V. Peers & Pressures

- A. Making & Keeping Friends
    - 1. Same sex relationships
    - 2. Opposite sex relationships
    - 3. Cliques
    - 4. Popularity
- B. Adolescent Concerns
    - 1. Dating
    - 2. Chemicals
    - 3. Sexuality
    - 4. Peer pressures

VI. Abuse

- A. Define
    - 1. Physical
    - 2. Sexual
    - 3. Emotional
    - 4. Neglect
- B. Coping
    - 1. Intervention
    - 2. Sources of help

VII. Family Life Careers

V. Peers & Pressures
The student will:

- A. List ways to make and keep friends.
- B. Describe common adolescent concerns.

VI. Abuse
The student will:

- A. Define the types of abuse.
- B. List sources of intervention and help in abuse cases.

VII. Family Life Careers
The student will:
List careers related to Family Life

FAMILY LIFE
LEVEL I

CONCEPT I. DISCOVERING SELF

OBJECTIVE I. A. THE STUDENT WILL IDENTIFY BASIC PHYSICAL AND PSYCHOLOGICAL NEEDS OF INDIVIDUALS.

LEARNING ACTIVITIES & RESOURCES

BRAINSTORM/DISCUSSION - Have groups of two or three students brainstorm a list of things needed by each individual, then come together as a total group and compile the lists on the chalkboard. Discuss and catagorize each item either as a physical or psychological need.

INTRODUCTION - Introduce Maslow's Heirarchy of Needs through the use of a textbook or handout and bulletin board. Refer to pages 3 & 4 "The Climb to Self-Actualization", in the guide, To Be Yourself. (Guide listed under references.)

BULLETIN BOARD - Make a large mountain from construction paper and label the different levels with Maslow's five Heirarchy of Needs — putting self-actualization at the very peak of the mountain. (May want students to construct level by level as one goes through the lesson.)

WRITTEN ACTIVITY - Have individual students write a list of their own personal needs. Have them reveiw their list deciding whether the items they listed is a need or a want.

DISCUSSION - Differentiate between a need and a want. Have students discuss why some of the "wants" they listed, were perceived as a need. Example: New jean jacket seen as a need because all of their friends have one, not because it was needed to keep warm.

FILM - Show the film "Cipher in Snow". Have students write their reaction to the film, then discuss film as a group.

FURTHER ACTIVITIES

PARENT INVOLVEMENT - Have students list their present needs and wants. Have them cross off those that are being met in their present family role, then have them hold a family meeting to discuss the unsatisified needs or wants with their parents or guardians, and brainstorm solutions to meeting their unsatisified needs or wants. (If there are financial problems, they will have to be creative in finding solutions to satisfy some of their material needs or wants.) They should talk in specifics, not generalities.

REFERENCES

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

GUIDE - To Be Yourself, developed by Marge Levine and available through the Montana County Extension Offices.

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

FILM - Cipher in Snow, State Film Library.

FILMSTRIP, SLIDES OR VIDEO - Self-Fulfillment: Becoming the Person You Want to Be, New York: Guidance Associates, $229.

FAMILY LIFE
LEVEL I

CONCEPT I. DISCOVERING SELF

OBJECTIVE I. B. THE STUDENT WILL IDENTIFY FACTORS WHICH INFLUENCE PERSONALITY DEVELOPMENT.

LEARNING ACTIVITIES & RESOURCES

WRITTEN ACTIVITY/DISCUSSION - Have students list adjectives that describe themselves. Catagorize whether such adjectives tend to be positive or negative. Discuss what such findings can tell one about how they see or view themselves.

WRITTEN ACTIVITY/DISCUSSION - Have students list adjectives describing other students in the class. (Care must be used in being honest, but not hurtful.) Use these adjectives to discover if students perceive themselves as their peers do, or differently.

WRITTEN ACTIVITY/DISCUSSION - Have two or three students work together and write five to ten things that they like about the other person. Have them keep track of the responses they get when they tell their partners what they do like. Afterwards discuss how their responses can tell more about how they feel about themselves. What were they able to discover about themselve through their partners?

WRITTEN ACTIVITY - On a sheet of paper have students list the things they like the best about themselves or don't mind others knowing about themselves, and on the back of the sheet of paper the things they don't like or like to keep hidden from others.

GAME - "The Paper Bag Game" helps students focus on things about themselves. (Included in this guide.)

GAME - "The Fantasy Game" helps students with their self-disclosure and awareness of self and others. (Included in this guide.)

COLLAGE - Have students make collages that describe themselves. Display in classroom and have students guess which one belongs to which classmate.

POSTER - "Put on Something Warm Today - SMILE"

POSTER - "Keep Blooming"

POSTER - "All the Flowers of All the Tomorrows Are in the Seeds of Today"

POSTER - "Bloom Where You Are Planted"

POSTER - "If You See A Man Without A Smile, Give Him One Of Yours"

POSTER - "When Life Gives You Lemons, Make Lemonade."

VIDEO - Show the video, "I Am Loveable and Capable (IALAC)", Argus Press. Use in conjunction with the activities found in the guide, "To Be Yourself".

INTRODUCTION - Read, "The Man in the Glass", to start lesson on self awareness and on how others view you. Attach a copy of the poem to a large looking glass mirror, or construct a mirror from cardboard and aluminum foil. Hold up for class to see as you are reading the poem. Adds visual impact! (Included in this guide.)

INTRODUCTION - Read, "You Can", as an introduction to a lesson on strengthening self-confidence. (Included in this guide.)

INTRODUCTION - Read, "Just A Housewife", as an introduction to a lesson on sex-role stereotyping. (Included in this guide.)

PROJECT/DISCUSSION - Have students construct a mask from a paper bag, constuction paper, cardboard, etc. depicting an expression that expresses how they usually feel about themselves, or perhaps one that they hide behind. Discuss the masks as a group.

FURTHER ACTIVITIES

WRITTEN/DISCUSSION - Discuss or write short essay on: Does one's role define the mask one wears, or does one's mask define the role one plays. (May combine with an English writing assignment.)

REFERENCES

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall, c1985.

GUIDE - Teaching Contempary Family Life, compiled by Ann Allen, available from Superintendent of Public Instruction, State Capitol, Helena, MT 59601.

GUIDE - To Be Yourself, developed by Marge Levine, available through Montana County Extension Offices.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Wilcox Company, c1986.

TEXTBOOK - ME: Understanding Myself and Others", Illinois: Chas. A. Bennett Co., c1977.

VIDEO - I Am Loveable and Capable (IALAC), Argus Press.

GUIDE - The Birds, The Bees, and ... The Real Story, by Kay Rodenberg Todd & Nancy Abbey-Harris, California: Network Publications, c1981.

GUIDE- Saying Goodbye To: The Birds, The Bees, And...Telling the Real Story, by Kay Rodenberg Todd & Nancy Abbey-Harris, LCalifornia: Network Publications, c1981.

FILMSTRIP/VIDEO - Me Power: Building Self-Confidence, New York: Guidance Associates, FS-$115, V-$139

FILMSTRIP - Who Are You?, New York: Guidance Associates, $97

FILMSTRIP - Your Personality: The You Others Know, New York: Guidance Associates, $97

FILMSTRIP - What's Your Image?, (Glencoe), California: Home Economics School Service, $45

FILMSTRIP - Masks: How We Hide Our Emotions, (Human Relations Media), California: Home Economics School Service, $115

FILMSTRIP/VIDEO - Liking Me: Building Self-Esteem, New York: Sunburst Communications, FS-$115, V-$139

FILMSTRIP/VIDEO - Who Am I? Looking at Self-Concept, New York: Sunburst Communications, FS-$115, V-$139

VIDEO - Self-Concept: How I Know Who I Am, New York: Sunburst Communications

FILMSTRIP - Art Linkletter on Positive Thinking, Colorado: Mulberry Park, Set of 4 filmstrips - $125, Recommended for grades 5-9

FILMSTRIP - Developing Self-Confidence, Colorado: Mulberry Park, Set of 4 filmstrips - $88, Recommended for grades 4-8

SOFTWARE - Who Am I? Series I, California: Home Economics School Service, c1982, $39.95 (Apple/TRS-80)

FILMSTRIP - Just For Teens, Colorado: Mulberry Park, Set of 6 - $175 (Recommended for grades 6-9)

SOFTWARE - Self-Evaluation Series, California: Career Aids, $79.95 (Apple)

SOFTWARE _ Life Coping Skills, California: Career Aids, Set of 19 disks - $295 (Apple)

SOFTWARE - Improving Your Self-Concept, California: Career Aids, $54.95 (Apple)

SOFTWARE - Multidimensional Personality Evaluation, California: Careers Aids, $89.50 (Apple/IBM)

FILMSTRIP - What's Your Image, California: Career Aids, $45

FILMSTRIP - How Do I See Myself?, California: Career Aids, Set of 2 - $115

"The Paper Bag Game"

INSTRUCTIONS:

1. This exercise is to be used as a stimulus for discussion. The purpose of this exercise is to help students focus on the thinking through of the things about themselves which they commonly share with other individuals and the things that they do not commonly share. In addition, it allows opportunity for each member to receive feedback from class members concerning how they see him/her. However, depending upon the makeup of individual classes, the teacher may or may not want to give the students opportunity to receive personal feedback.

2. This is called the "Bag Exercise."* The materials needed are as follows:

    1. A ten-pound paper bag for each person.
    2. One or two popular magazines such as *Life* for each person.
    3. Construction paper of several different colors.
    4. Yarn, string, and some small toys or other objects that will help in constructing the bags.
    5. Crayons, paints, or pencils for drawing.
    6. Tape, paste or glue, scissors.

3. Each person receives a paper bag. Various materials described above are scattered around the room.

4. Each person spends about half an hour building his bag. On the outside of the bag he should attach things that represent aspects of himself that he commonly shares with other people. On the inside of the bag he should place things that represent aspects of himself that he does not commonly share with others. He may cut pictures out of the magazines, draw designs or pictures, make objects out of the construction paper, or use anything else which seems relevant to illustrate the free and hidden aspects of himself.

5. After everyone has completed his bag, call for class discussion of them by asking for anyone to volunteer to talk about his bag. He may wish to talk just about the outside of the bag, or, he may feel like sharing part or all of what is inside of bag. He should feel free to share as much or as little as he would like to.

   After a person has shared all or part of his bag, the other class members may wish to comment on how their perception of the person match what they have heard. They may feel that he has left out qualities that they appreciate in him or perceive him as having. Encourage the students to share their impressions and reactions. Discuss as many bags as time allows.

6. Summarize the lesson by asking the students to make generalizations on how we perceive ourselves, how others perceive us, and why and how these ways can differ.

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* Source: Johnson, David W., *Reaching Out* (Interpersonal Effectiveness and Self-actualization), Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1972, pp. 32-33.

Games are becoming more and more popular in the classroom. They allow the students to do many things—take an objective look at reality, make decisions without having to cope with the outcomes, put themselves into a situation without peers knowing it, etc. The games presented here, and any others you may come across, may have to be adapted for your particular class. Games are fun, the students like them, and they're a good change of pace.

"The Fantasy Game" *

INSTRUCTIONS:

1. This is a game which helps students with their self-disclosure. It allows them to use their imaginations in ways that may lead to a greater awareness of themselves and others, thus helping them to get to know each other in a different and interesting way.

   Or, if you prefer, you may use the fantasy situations for a different objective.

2. Have the class divide into groups of threes.
3. Each group selects a leader.
4. The leader presents an unfinished fantasy situation provided by the teacher.
5. Each members of the triad thinks about his or her ending to the fantasy situation.
6. In the triad each person shares his ending to the fantasy situation.
7. Each person should share with the other members of his triad what he has learned from the endings given the fantasy situations about himself and about the other two members.
8. Switch partners and repeat steps 3, 4, 5, 6 and 7. Do this for a series of situations, switching partners after each situation.
9. If time permits and the class members are willing to do so, discuss in the whole group (class) what each has learned about himself and other members.

The fantasy situations are as follows:

1. You are walking down a dark street. Up ahead you see a streetlight. You walk nearer and nearer to the streetlight. Underneath the streetlight is a girl crying. What do you do? What happens?
2. You are eating lunch in the school cafeteria. You get your lunch and walk into the lunchroom. The lunchroom is noisy and crowded with lots of people laughing and shouting and having a good time. Off in a corner is a boy sitting alone at a table. What do you do? What happens?
3. You are sitting in a classroom. A student whom you don't know has constantly bugged the teacher and caused trouble ever since the class began several months ago. Although he is often funny, everyone is fed up with his behavior. He comes into the room and takes a seat next to you. What do you do? What happens?

(more on next page)

4. There is a new student in the school. You have often heard her say that your school is not nearly as good as the school she previously attended and that the students at your school are really "just unreal" and "really think they're cool" while she praises the students at her previous school. You meet her walking out of the school door. What do you do? What happens?

5. You are at a basketball game. It is half-time. You are talking with several of your friends. A person whom you casually met the week before is nearby. He is making obnoxious and embarassing remarks to the people he is with. They all leave. What do you do? What happens?

6. You are sitting in class. Several persons in the class are making belittling comments toward another student. The student is obviously having his feeling hurt. He catches your eye and looks at you. What do you do? What happens?

7. You are watching a group of friends talking in front of a restaurant. A person whom they consider odd and strange walks up to them and tries to join in the conversation. They ignore him. Finally, one of your friends says, "Why don't you get lost?" The person turns away. What do you do? What happens?

8. You are going to a party. You enter the party, take off your coat, find something to drink, and talk to a couple of friends. Standing all by himself in the middle of the room is a person you don't know. After ten minutes the person is still standing by himself. What do you do? What happens?

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* Source: An adaptation from "Fantasy Exercise." Johnson, David W., *Reaching Out*, Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1972, pp. 30-32.

THE MAN IN THE GLASS

WHEN YOU GET WHAT YOU WANT IN YOUR STRUGGLE FOR SELF
AND THE WORLD MAKES YOU KING FOR A DAY,
JUST GO TO A MIRROR AND LOOK AT YOURSELF,
AND SEE WHAT THAT MAN HAS TO SAY.

FOR IT ISN'T YOUR FATHER OR MOTHER OR WIFE
WHOSE JUDGEMENT UPON YOU MUST PASS:
THE FELLOW WHOSE VERDICT COUNTS MOST IN YOUR LIFE
IS THE ONE STARING BACK FROM THE GLASS.

YOU MAY BE LIKE JACK HORNER AND CHISEL A PLUM
AND THINK YOUR A WONDERFUL GUY,
BUT THE MAN IN THE GLASS SAYS YOUR ONLY A BUM
IF YOU CAN'T LOOK HIM STRAIGHT IN THE EYE.

HE'S THE FELLOW TO PLEASE NEVER MIND ALL THE REST
FOR HE'S WITH YOU CLEAR UP TO THE END,
AND YOU'VE PASSED YOUR MOST DANGEROUS, DIFFICULT TEST
IF THE MAN IN THE GLASS IS YOUR FRIEND.

YOU MAY FOOL THE WHOLE WORLD DOWN THE PATHWAY OF YEARS
AND GET PATS ON THE BACK AS YOU PASS,
BUT YOUR FINAL REWARD WILL BE HEARTACHES AND TEARS
IF YOU'VE CHEATED THE MAN IN THE GLASS.

BEST COPY AVAILABLE

YOU CAN

IF YOU THINK YOU ARE BEATEN,
 YOU ARE.
IF YOU THINK YOU DARE NOT,
 YOU DON'T
IF YOU LIKE TO WIN,
 BUT THINK YOU CAN'T
IT'S ALMOST A CINCH YOU WON'T.

IF YOU THINK YOU'LL LOSE,
 YOU'RE LOST;
FOR OUT IN THE WORLD WE FIND,
 SUCCESS BEGINS WITH A FELLOW'S
WILL;
IT'S ALL IN THE STATE OF MIND.

FULL MANY A RACE IS LOST
 ERE EVEN A STEP IS RUN,
AND MANY A COWARD FAILS
 ERE EVEN HIS WORK IS BEGUN.

THINK BIG AND YOUR DEEDS
 WILL GROW,
THINK SMALL AND YOU'LL FALL
 BEHIND,
THINK THAT YOU CAN AND YOU WILL
 IT'S ALL IN THE STATE OF THE MIND.

IF YOU THINK YOU'RE OUTCLASSED,
 YOU ARE;
YOU'VE GOT TO THINK HIGH TO RISE,
YOU'VE GOT TO BE SURE OF YOURSELF
 BEFORE YOU CAN WIN A PRIZE.
LIFE'S BATTLES DON'T ALWAYS GO
 TO THE STRONGER OR FASTER MAN;
BUT SOONER OR LATER THE MAN
 WHO WINS
IS THE MAN WHO THINKS HE CAN.

AUTHOR UNKNOWN

JUST A HOUSEWIFE

HELLO, MRS. JONES, I'VE CALLED TO SAY
I'M SORRY I CRIED WHEN YOU PHONED TODAY.
NO, I DIDN'T GET ANGRY WHEN YOUR CALL CAME AT 4:00,
JUST AS EIGHT CUB SCOUTS BURST THROUGH THE DOOR;
IT'S JUST I HAD SUCH A REALLY FULL DAY.
I'D BAKED EIGHT PIES FOR THE PTA.

AND WASHING AND IRONING AND SCRUBBING THE FLOOR
WERE CHORES I HAD FINISHED NOT LONG BEFORE.
THE REASON I CRIED AND GAVE THAT BIG YELP
WAS NOT' CAUSE YOU PHONED JUST TO ASK FOR MY HELP.
THE COMMENT THAT JUST ABOUT DROVE ME BERSERK
WAS, "I'M SURE YOU'LL HAVE TIME BECAUSE YOU DON'T
WORK".

-- BY "A HAPPY HOMEMAKER"
(FROM "DEAR ABBEY")

CONCEPT II VALUES, STANDARDS, GOALS

OBJECTIVE II. A. THE STUDENT WILL DEFINE VALUES, GOALS, AND STANDARDS.

LEARNING ACTIVITIES & RESOURCES

POSTER - "Life Is What Happens to You While You are Making Other Plans"

WRITTEN ACTIVITY - Compile a list of things one values. After completing list, catagorize whether personal, societal, or material.

WORKSHEET - Have students complete "Self Discovery Walk". Worksheet gets students in touch with their values, standards, and goals. Have students complete each short statement, then afterwards have them determine why they completed each statement as they did. (Included in this guide.)

KIT - "An Introduction to Value Clarification", J. C. Penney Co. Complete as many of the opinionnaries/questionaires as pertinent.

FURTHER ACTIVITIES

WRITTEN ACTIVITY - To tie together the previous concept and this concept, have the students write down one to five short term goals that they will try to acheive within a quarter or semester period. Relate the goals to how the students either perceived themselves, or to how others viewed them. Strive for positive, reinforcing self-esteem type of goal setting. Take time to review progress on these goals at intervals throughout the quarter or semester. (Included in this guide.)

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TEXTBOOK -Relationships A Study In Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

TEXTBOOK -Changes & Choices, Revised Edition, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK -ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK -Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

TEXTBOOK -Dimensions of Life, Ohio: South-Western Publishing Co., c1985.

KIT -An Introduction to Value Clarification, J. C. Penney Co.

SELF DISCOVERY WALK

A. IF I FOUND A WALLET WITH $50 AND IDENTIFICATION IN IT, I WOULD...

B. IF I COULD SEE A CLASSMATE'S ANSWERS WHILE TAKING A TEST, I WOULD...

C. IF I NEEDED MONEY FOR THE MOVIES & KNEW MY DAD WOULD NEVER MISS THE MONEY FROM THE TOP OF HIS DRESSER, I WOULD...

D. IF I WAS OFFERED A CIGARETTE WHILE OUT WITH MY FRIENDS, I WOULD...

E. IF I WAS INVITED TO A PARTY THAT I KNEW WOULD HAVE BOOZE, I WOULD...

F. IF I SAW A CLASSMATE STEAL THE TEACHER'S ANSWER KEY, I WOULD...

G. IF I SAW MY FRIEND STEAL ANOTHER PERSON'S SHOES FROM THE LOCKER ROOM, I WOULD...

H. IF I WENT TO A PARTY INSTEAD OF THE MOVIES. WHEN QUESTIONED BY MY PARENTS ABOUT THE MOVIE, I WOULD...

MEMO

LIST YOUR GOALS ON THE LINES BELOW -- AND DON'T FORGET TO CHECK BACK ON TO SEE HOW YOU ARE PROGRESSING.

1. ____
   ____

2. ____
   ____

3. ____
   ____

4. ____
   ____

5. ____
   ____

6. ____
   ____

CONCEPT II. VALUES, STANDARDS, GOALS

OBJECTIVE II. B. THE STUDENT WILL IDENTIFY SOURCES WHICH INFLUENCE VALUES, GOALS, AND STANDARDS.

LEARNING ACTIVITIES & RESOURCES

WRITTEN ACTIVITY - Have students write down a list of values, standards, or goals that are important to them. Have them individually catagorize them as to source from which they were developed, family, peers, media, other people, or experiences. Complete by discussing their findings with the whole group.

COLLAGES/POSTERS - Have students work individually or in groups of two on a collage or poster that depicts each of the sources from which values, standards or goals are developed. Display in class. (Example: The source peers may be depicted by picturing a group of teenagers all dressed alike.)

WORKSHEET - Have students depict their lifeline as they foresee the goals they anticipate acheiving. (Included in this guide.)

FURTHER ACTIVITIES

WORKSHEET - Have students complete case examples to better enable them to see what their personal values are. Discuss after completion, enabling students to view other responses to the given situations. (Included in guide.)

REFERENCES

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Wilcox Company, c1986.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK - Relationships A Study in Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

FILMSTRIP - Decisions, Decisions, Colorado: Mulberry Park, $35, Recommended Grades 4-8

FILMSTRIP/VIDEO - What's Right, What's Wrong? You Decide, New York: Sunburst Communications, FS - $115, V - $139

LIFELINE

Tomorrow I would like to...

This weekend I would like to...

Next month I would like to...

When school gets out I would like to...

After I graduate from high school I would like to...

When I'm 21 I would like to...

When I'm 65 I would like to...

When I'm 95 I would like to...

CASE EXAMPLES

CASE EXAMPLE I: SEVERAL IN JEAN'S CROWD ARE SHOPLIFTING. MOST OF THE ITEMS HAVE BEEN LITTLE THINGS, LIKE CANDY BARS, AND GUM. JEAN HASN'T, AS SHE DOESN'T THINK THAT SHOPLIFTING IS A SMART THING TO DO, BESIDES HER PARENTS WOULD KILL HER IF SHE GOT CAUGHT.

CASE EXAMPLE II: LINDA DOES NOT LIKE HISTORY VERY WELL, BUT SHE MUST PASS HER HISTORY CLASS IF SHE IS GOING TO FINISH HIGH SCHOOL. SHE DECIDED THAT SHE MUST SPEND MORE TIME STUDYING FOR THAT CLASS. HER FRIEND, RON CALLS ON THE NIGHT BEFORE A BIG TEST AND WANTS HER TO GO ROLLER SKATING FOR A COUPLE OF HOURS.

CASE EXAMPLE III: JIM'S INVITED TO A BIG PARTY WHERE THERE'LL BE NO ADULTS AND PLENTY OF BOOZE. ALL HIS FRIENDS ARE GOING AND HAVE COME UP WITH A BIG STORY TO TELL THEIR PARENTS. THEY WANT HIM TO TELL HIS PARENTS THE SAME STORY, AND JOIN THE FUN.

CASE EXAMPLE IV: SMOKING'S GETTING TO BE THE THING TO DO IN RHONDA'S GROUP OF FRIENDS. SHE REALLY HATES TO GIVE IN TO THE PRESSURE THAT SHE'S RECEIVING BECAUSE AN AUNT OF HERS DIED OF LUNG CANCER, BUT SHE HATES TO LOSE HER FRIENDS TOO.

CASE EXAMPLE V: TODD IS VERY ATHLETIC AND APPEARS TO HAVE ALOT OF POTENTIAL IN ATHLETICS. HIS FRIENDS HAVE STARTED DATING GIRLS AND ALWAYS TEASE HIM ABOUT WHO HE'S BEEN KISSING LATELY. AT THIS TIME, HE WOULD LIKE TO DEVOTE MOST OF HIS TIME TO SPORTS.

CASE EXAMPLE VI: JENNY'S FAMILY DOESN'T HAVE MUCH MONEY. HER FRIENDS THINK SHE SHOULD BE MORE FASHIONABLE AND BUY A SWEATER LIKE THE ONES THEY WEAR. THEIR PARENTS PAID FOR THEIR SWEATERS. JENNY WOULD LOVE TO HAVE ONE TOO.

CASE EXAMPLE VII: THE FIRST BIG SCHOOL DANCE OF THE YEAR IS COMING UP. BOB'S FRIENDS HAVE DECIDED TO GET TOGETHER BEFORE THE DANCE AND SHARE A JOINT OR TWO BEFORE GOING. ALL HIS FRIENDS ARE TALKING ABOUT THEIR BIG PLANS, AND EVERYBODY WHO IS ANYBODY IS GOING TO BE THERE. BOB'S NOT TO SURE HE WANTS TO GET INVOLVED.

CONCEPT III. ADOLESCENCE

OBJECTIVE III. A. THE STUDENT WILL LIST AREAS OF GROWTH AND DEVELOPMENT.

LEARNING ACTIVITIES & RESOURCES

BULLETIN BOARD/HANDOUTS - In defining the five developmental changes use symbols as visual learning tools. (Included in this guide.)

INTRODUCTION - Relate preceding concepts by pointing out that in the discovery of self we also discover that others are different in many ways - physically, emotionally, intellectually, socially, and morally. Then define each briefly with the use of bulletin board or handouts.

WORKSHEET - From a list of specific words or statements have students catagorize whether emotional, intellectual, social, physical, or moral development. (Included in this guide.)

WORKSHEET - Have students complete "Mirror, Mirror on the Wall..." (Included in this guide.)

FURTHER ACTIVITIES

ESSAY - Write an essay relating and discussing the influences of environment and heredity on the five developmental traits. (May do in conjunction with an English writing assignment.)

PARENT INVOLVEMENT - Have students discuss with their parents the different developmental traits they possessed as a baby, and when they first acquired those traits. (Example: First tooth at 6 months (Physical), Said, "Bye-bye" (Intellectual & Social)

REFERENCES

TEXTBOOK -Changes & Choices, Revised Edition, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - ME: Understanding Myself and Others, Illinois, Chas. A. Bennett Co., c1977.

FILMSTRIP - Meet the New You-Boys, Colorado: Mulberry Park, $35

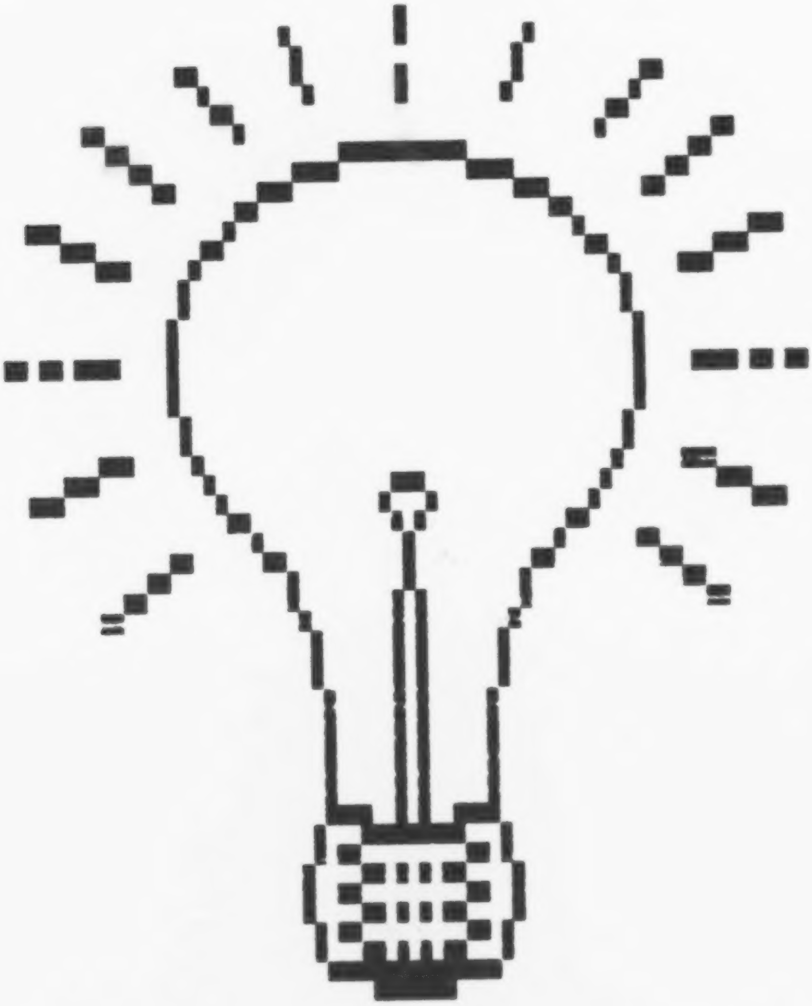
FILMSTRIP - Meet the New You-Girls, Colorado: Mulberry Park, $35

FILMSTRIP - Human Growth, Colorado: Mulberry Park, Set of 4 filmstrips - $118

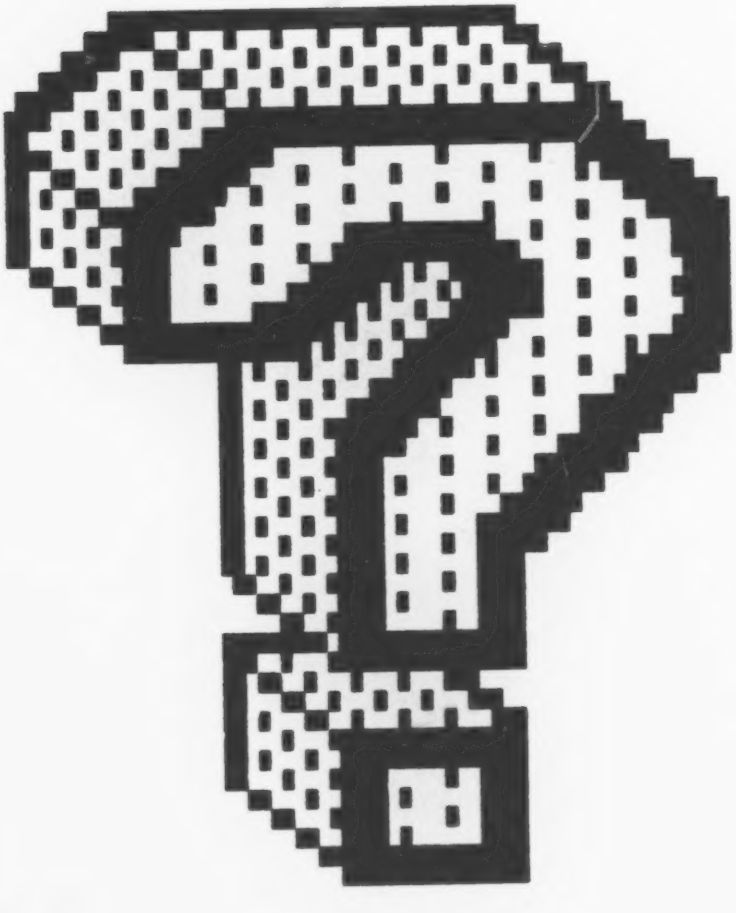
FILMSTRIP - How We Grow, Colorado: Mulberry Park, $110

SOFTWARE - Male & Female Reproductive Sytems & Conception, California: Career Aids, $55 (Apple)

INTELLECTUAL

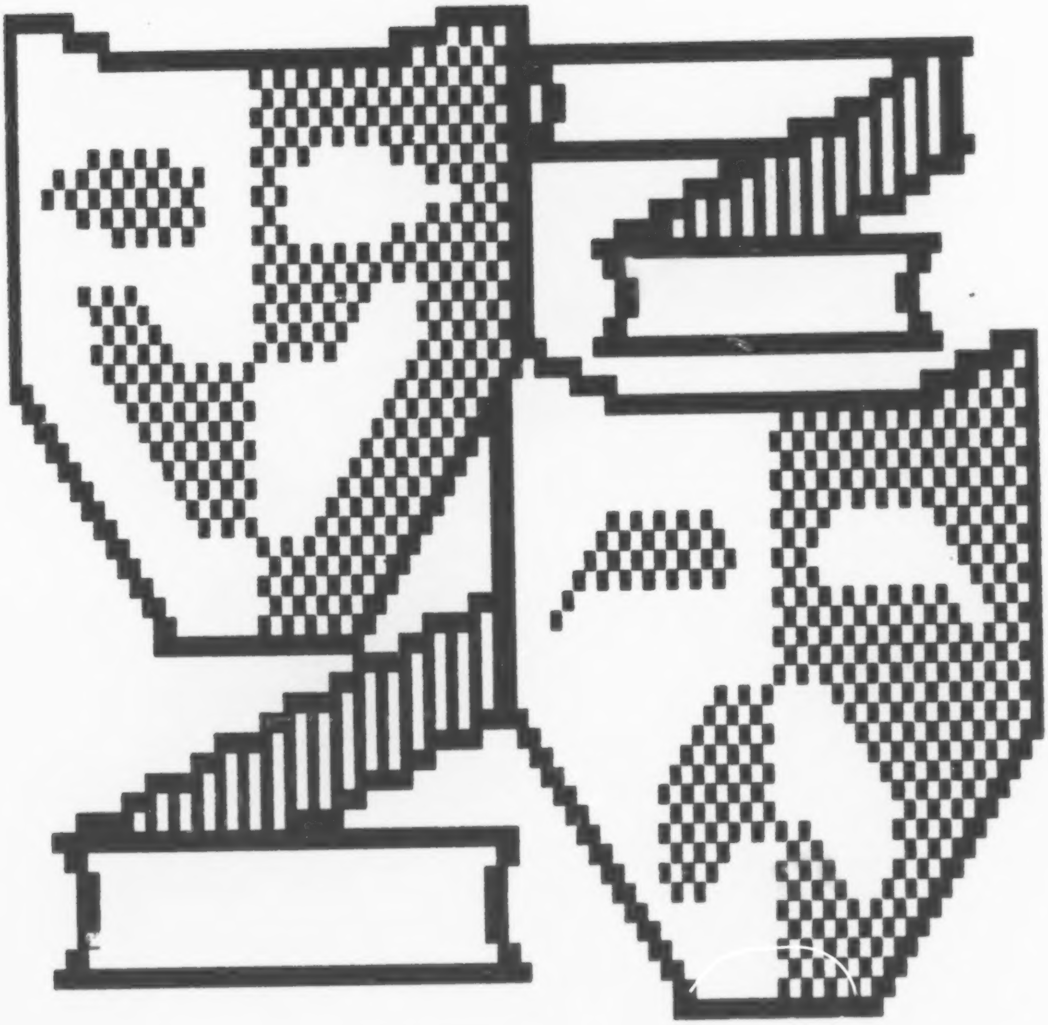


MORAL

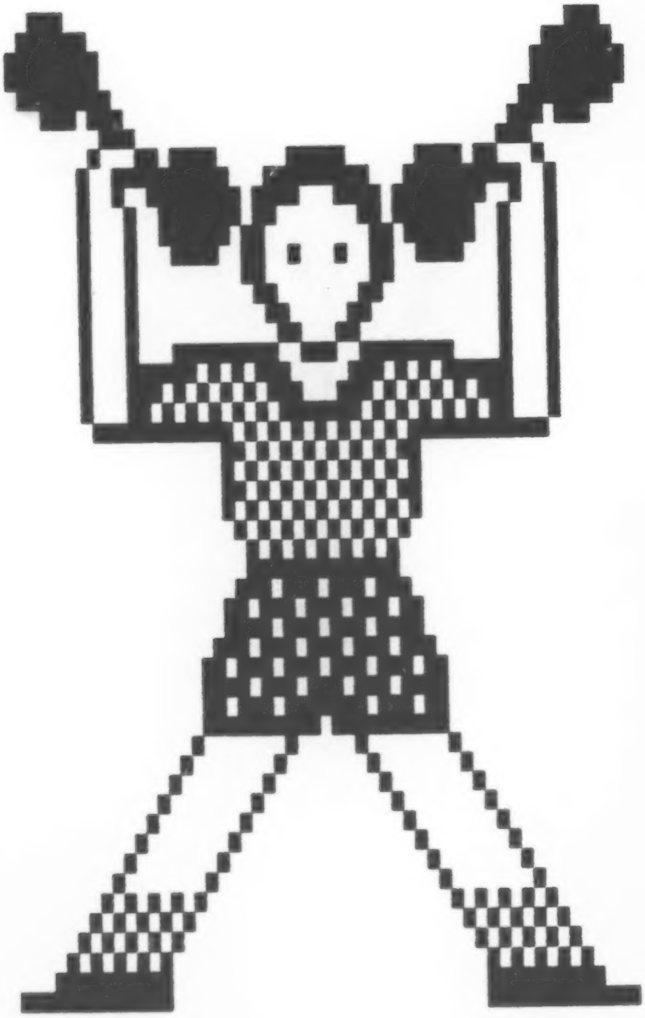


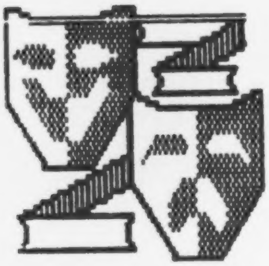
SOCIAL

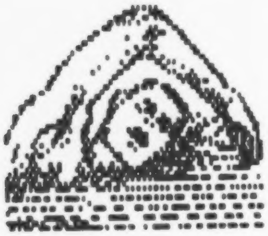
EMOTIONAL

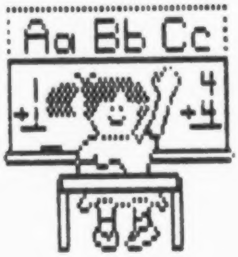


PHYSICAL









Catagorize words as relating to Emotional, Moral, Intellectual, Social, or Physical development by placing a check in the appropriate box. Some *may* relate to more then one.

	E	M	I	S	P
1. Smile					
2. Visit					
3. Tall					
4. Depressed					
5. Think					
6. Cry					
7. Discuss					
8. Bored					
9. Fat					
10. Smart					
11. Talk					
12. Skinny					
13. Read					
14. Jealous					
15. Steal					
16. Dumb					
17. Witty					
18. Shy					
19. Blue-eyed					
20. Liar					

NAME ________________

MIRROR, MIRROR ON THE WALL...

List five charactieristics of yourself for each of the following.

THE
PHYSICAL ME

1.
2.
3.
4.
5.

THE
SOCIAL ME

1.
2.
3.
4.
5.

THE
INTELLECTUAL ME

1.
2.
3.
4.
5.

THE
EMOTIONAL ME

1.
2.
3.
4.
5.

THE
MORAL ME

1.
2.
3.
4.
5.

CONCEPT III. ADOLESCENCE

OBJECTIVE III. B. THE STUDENT WILL DEFINE CULTURAL EXPECTATIONS OF THE MALE AND FEMALE.

LEARNING ACTIVITIES & RESOURCES

HANDOUT - From a list of words have students decide whether the words relate to a male or female characteristic. (Included in this guide.)

GROUP DISCUSSION - Working in small groups have students list as many reasons as they can, that define why the cultural expectations are as such, for each of the words from the handout above. Bring group together for large group discussion afterwards.

DISCUSSION - List on the chalkboard, as a large group, which cultural expectations are changing, or have changed. Discuss why these changes have taken or are taking place.

INTRODUCTION - Read, "Just A Housewife", as an introduction to a lesson on role expectations. (Included in this guide - refer to objective I. B. Family Life.)

HOME PROJECT/GROUP DISCUSSION - Have students watch T.V. for a couple hours, listing every specific example of cultural role expectations they see. Discuss in class the following day.

HOME PROJECT/GROUP DISCUSSION - Have students look through magazines to find as many examples of cultural role expectations that they can. Bring examples to class for show and tell.

HANDOUT - Tie together the previous concept of self-awareness with this objective by having the students complete the handout, "If I Could, I Would ..." (Included in this guide.)

FURTHER ACTIVITIES

PARENT INVOLVEMENT - Have students discuss with their parents the role expectations they experienced as an adolescent, and now as an adult. Discuss findings with class.

REFERENCES

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

FILM - Psychological Differences Between the Sexes, McGraw-Hill.

GUIDE - Sex Education Teacher's Guide and Resource Manual, Revised Edition, by Steven Bignell, California ; Network Publications, c1982.

GUIDE - SEX EDUCATION A PRACTICAL TEACHER'S GUIDE, by Kathy Bridge, Maine : Instructional Horizons, c1984.

♂ MALE OR FEMALE ♀

Draw an arrow the direction of which the word relates to. There are no right or wrong answers, and some words may relate to either male or female.

AGRESSIVE

NURSE

GENTLE

WEAK

SECRETARY

MINISTER

TRUCK DRIVE

MANAGER

LAWYER

BANK PRESIDENT

PRINCIPAL

ENGINEER

PASSIVE

FLIRT

DOCTOR

COACH

TOUGH

CARPENTER

HOUSEKEEPER

ELEMENTARY TEACHER

BOOKKEEPER

ACCOUNTANT

BULLY

"IF I COULD, I WOULD..."

IMAGINE WHAT IT WOULD BE LIKE IF THERE WERE NO ROLE EXPECTATIONS, THEN WRITE SEVERAL PARAGRAGHS COMPLETING THE STATEMENT, "If I Could, I Would . . ."

CONCEPT III. ADOLESCENCE

OBJECTIVE III. C. THE STUDENT WILL IDENTIFY CONFLICTS ASSOCIATED WITH ADOLESCENCE.

LEARNING ACTIVITIES & RESOURCES

SMALL GROUP/BRAINSTORM/DISCUSSION - In groups of two, have students identify a list of concerns that they have concerning physical, social and moral development. Combine the lists and discuss as a large group.

HOME PROJECT - Have students keep track of the ups and downs they experience in one day. Relate this to the fact that adolescence is a period of ups and downs.

DISCUSSION - Relate maturity to development in adolescence. Discuss the advantages and disadvantages of maturing early.

WRITTEN ACTIVITY - Have students write a sketch on the most mature person they know, then one on the most immature person they know. Have them identify what steps or conflicts the immature person would have to take or meet in becoming mature.

FURTHER ACTIVITIES

PARENT INVOLVEMENT - Have students discuss with parents the kinds of conflict they felt as an adolescent. Were the conflicts similar to what the adolescent meets now? How did their parents handle the conflicts? What can they learn from their parents about handling adolescent conflicts? (May want to bring in a parent panel for group discussion.)

GUEST SPEAKER - One may choose to offer a panel of parents, professionals, or guest speakers to address specific adolescent concerns that are brought up through class discussions. This will vary from class to class, but it is important to address the student's concerns. (May want to wait until one gets to "Peer Pressures".)

REFERENCES

TEXTBOOK - Relationships A Study in Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

FILMSTRIP - Dealing With Conflict, New York: Sunburst Communications

FILMSTRIP - All Bottled Up, Aims Instructional Media Services

FILMSTRIP/VIDEO - Feelings Grow, Too, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP/VIDEO - The New Me: Accepting Body Changes, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP - Understanding Myself & Others, Colorado: Mulberry Park, Set of 6 filmstrips - $139 (Recommended for grades 5-9)

FILMSTRIP - Developing Self-Reliance, Colorado: Mulberry Park, Set of 4 filmstrips - $88 (Recommended for grades 4-8)

FILMSTRIP - Understanding Puberty: Coping with Adolescence, Colorado: Mulberry Park, Set of 4 filmstrips - $88 (Recommended for grades 4-8)

FAMILY LIFE
LEVEL I

CONCEPT IV. FAMILY

OBJECTIVE IV. A. THE STUDENT WILL DEFINE FAMILY

LEARNING OBJECTIVES & RESOURCES

BRAINSTORM/DISCUSSION - Have groups of two brainstorm a definition of family. Compare definitions with class, then construct a definition that will fit a variety of specific family situations.

WORKSHEET - Have students complete "My Family Is", by listing anything that comes to mind. (Included in this guide.)

BRAINSTORM/DISCUSSION - Have groups of two come up with a list of reasons why we have families. What is the role of a family? Compare and discuss in a large group.

WORKSHEET - Have students complete "My Family Carries Out These Roles". Students should list the roles they see their families presently fulfilling. (Included in this guide.)

WORKSHEET - Have students complete "My Family..." (Included in this guide.)

FURTHER ACTIVITIES

ESSAY - Have students write a short essay describing their personal role in their own family. Why are they important to the family structure? What do they do?
Are they important? How can they become more important?

REFERENCES

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Personal Perspectives, Second edition, New York: McGraw-Hill, c1978.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK - Relationships A Study in Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

MY FAMILY IS...

MY FAMILY CARRIES OUT THESE ROLES...

Name ____________________

. . . MY FAMILY . . . .

What I like best about my family...

Fun times with my family include...

What I can best contribute to my family...

If I have a family of my own, I plan to...

Adapted from: North Dakota Junior High Home Economics Curriculum Guide.

CONCEPT IV. FAMILY

OBJECTIVE IV. B. THE STUDENT WILL IDENTIFY TYPES OF FAMILIES.

LEARNING ACTIVITIES & RESOURCES

COLLAGE - Have students look through magazines to find pictures of the various types of families. Label and display on bulletin board.

WRITTEN ACTIVITY - Have students compile a list of television shows that revolve around the various types of family types -- identify each.

DISCUSSION - Have students identify their personal family type, as a group, total the number of each family type represented by the class.

FURTHER ACTIVITIES

RESEARCH PROJECT - Have student analzye family types throughout history and depict on a timeline. From their research have them determine why each family type may have evolved or become more prevelant at that particular time in history. (May combine with an English writing assignment, a library skills project, or a social science project.)

REFERENCES

TEXTBOOK - A Family Is..., Revised Edition, Illinois: Bennett Publishing, c1981.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

CONCEPT IV. FAMILY

OBJECTIVE IV. C. THE STUDENT WILL OUTLINE PROBLEMS IN SIBLING RELATIONSHIPS.

LEARNING ACTIVITIES & RESOURCES

SMALL GROUP/BRAINSTORM - Have students work in small groups and brainstorm roles played by each family member. (Brothers, sisters, father, mother.)

ROLE PLAY/SMALL GROUP - Assign small groups various family sizes and structure, then have them role play the various family roles each member would be responsible for.

WORKSHEET/FAMILY INVOLVEMENT - Have students survey their family and complete "Homework, Who Does It?" (Included in this guide.)

SURVEY/BRAINSTORM - Survey and compile a list of the most common problems or conflicts that siblings have in their family relationships. Have students brainstorm solutions to these conflicts.

WRITTEN ACTIVITY - Have individual students list at least five positive things about each of their brothers or sisters.

BULLETIN BOARD - Have each student bring pictures of themselves with their brothers and sisters. Display on bulletin board. May choose to display by catagorizing into catagories -- oldest, middle, youngest, only.

WRITTEN ACTIVITY/DISCUSSION - Have students write a "For Sale" ad, advertising a brother or sister for sale. Stress the importance of getting that brother or sister sold, therefore, positive comments must be made in the ad, in order to raise a buyer's interest. (Stress that comments in the ad must be true and not misleading.) Afterwards bring out the fact that since they were able to find so many positive characteristics about their sibling, perhaps a sale is not what they want. Discuss the advantages/disadvantages of having other siblings in the family.

DISCUSSION - Discuss the advantages/disadvantages of being an only, oldest, middle, and youngest child in a family.

ROLE PLAY - Role play specific sibling conflicts that the class has come up with. Strive to find solutions to conflicts and feelings of anger, jealousy, competition, etc.

DISCUSSION/ROLE PLAY - Discuss and role play specific conflicts between siblings that are step-brothers and sisters. Strive to find solutions to conflicts. (Included in this guide.)

FURTHER ACTIVITIES

WRITTEN ACTIVITY - Have students write a loving, positive letter to their brothers and/or sisters. Send it through the mail if possible.

HANDS-ON PROJECT - Have students make a special booklet for a brother or sister, expressing positive things about their sibling through pictures, humor, drawings, and words.

HOME INVOLVEMENT - Have students set aside a special time for all the children in the family to do some positive activity together, such as playing a game, putting together a puzzle, going on a quiet picnic, ice-skating, etc.

REFERENCES

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK - Relationships A Study in Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Wilcox Company, c1986.

TEXTBOOK - A Family Is..., Revised Edition, Illinois: Bennett Publishing, c1981.

FILMSTRIP - Relation & Values: What Really Matters?, "The Family: Rights & Responsibilities", New York: Guidance Associates, $79

FILMSTRIP - Brothers, Sisters, Feelings & You, New York: Guidance Associates, $109

Name ____________________

-----HOMEWORK-----

WHO DOES IT?

Chores	Who Does It Now?	Would They Like A Change?
Shops for groceries.		
Cooks meals.		
Does dishes.		
Does laundry.		
Shops for clothes.		
Mends clothes.		
Takes care of car(s).		
Makes home repairs.		
Cleans house.		
Earns family income.		
Provides transportation for children.		
Takes care of children.		
Pays bills.		
Takes out garbage.		
Cares for pets.		
Gives out allowances.		
Resolves family disagreements.		
Takes care of lawn.		
Shovels snow.		
Plans family fun times.		

Adapted from: Cutting, B.J., and Lovrien, A. Building Strong Families: A Discussion Guide. Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110.

ROLE PLAY IDEAS: SIBLINGS

ROLE PLAY I: John and Bill have identical sweatshirts. While dressing for school John accused Bill of having his shirt, as the one he was left with had a small tear under the arm. Bill claims his did not have a tear, so does John. If this argument continues for long, there may be more then one tear.

ROLE PLAY II: Tina wants to use the phone but her brother, Tom continues to talk. She's already cut him off once, which made Tom angry. Their parents aren't at home to help settle this dispute. A solution please!

ROLE PLAY III: Susie and Jill don't remember what the argument started over, but Jill's now accusing Susie that she always gets her way, just because she's older. Jill replies that Susie's just a big baby. Help!

ROLE PLAY IV: Barb is accusing Jessie that her Dad babies her just because she's younger and his only "real" daughter. Jessie's in tears and exclaiming she hates living here with Barb, so she'll just run away and live with her mother. The fight continues, but Barb is feeling rather guilty because she knows Jessie loves her Dad and her own mother does not want her.

ROLE PLAY V: John doesn't want his step-brother, Jim to be around his friends, even though all are the same age. John has noticed that his friends seem to really like his new step-brother, so just before his friends come to pick them up he tells Jim to "get lost". Jim replies that he was invited to go too, but John is relentless.

ROLE PLAY VI: Wanda and Lisa share a room. Wanda is sloppy and Lisa is neat. Lisa is continually picking up after Wanda so that their room looks presentable, however, sometimes Lisa loses her patience and a fight erupts. Wanda claims that it's unimportant to keep the room neat.

BEST COPY AVAILABLE

CONCEPT IV. FAMILY

OBJECTIVE IV. D. THE STUDENT WILL DESCRIBE FACTORS AFFECTING THE RELATIONSHIP WITH PARENTS.

LEARNING ACTIVITIES & RESOURCES

SMALL GROUP/BRAINSTORM - In small groups brainstorm a list of conflicts parents and adolescents have. Compile a complete list with the rest of the class.

SMALL GROUP/WRITTEN ACTIVITY - Have students work in small groups and list the reasons that parents may take an opposing view on the conflicts they have identified. Investigate the "generation gap".They must put themselves in the role of a parent to do this exercise.

ROLE PLAY - Have students role play various conflicts, with one playing the parent and the other playing the adolescent. (Included in this guide.)

POSTER - "Parents Are People Too!"

BRAINSTORM/DISCUSSION - Have students discover "parents are people too", by listing the ways in which they are. May find pictures of parents being "people" and display on bulletin board.

FURTHER ACTIVITIES

PARENT INVOLVEMENT - Have students compile a parent survey that they will use as a tool to better get to know and understand their parents. It's an effective way for adolescents to begin communicating with their parents. (Find out their dreams, discover their pasts, what are their biggest fears, what was it like for them to be an adolescent, what were their responsibilities, etc.) Survey each parent separately, and when all involved have time to relax and visit.

PARENT INVOLVEMENT - Have students compose a positive, loving letter to their parents, expressing concerns and a sincere wish for a positive, open relationship with them. As an opening (ice-breaker) for their letter, they may begin by telling their parents what they have been discussing in class, what topics they will be learning about during the quarter or semester, etc. A great activity for an assignment on written communication.

PARENT INVOLVEMENT - Have students prepare a special booklet to their parents relating positive experiences and memories that they have had or remember. Stress creativity through use of pictures from magazines, drawings, words cut from old newspapers or magazines. Humor is also great!

PARENT INVOLVEMENT/PARENT ADVISORY COUNCIL INVOLVEMENT - Have a parent panel discuss parenting, worries, frustrations, joys, or whatever the class would enjoy discussing with parents.

EXTENDED MINI UNIT - Do a short unit on communication skills. Stress listening, oral, written communication, as well as body language. Many kits available on communication skills. A good activity for oral communication is a 2 or 3 minute talk in front of the class on some topic related to family living. The topic should really interest the student so that they are at ease with communicating this information to others. (Perhaps some personal experience, or a report on some article they read, etc.) Grade only on the fact that they made it through the assigned time with a sense of seriousness. Listening skills can be taught and evaluated by showing a filmstrip on communication, then afterwards testing them on what they learned (heard) from the filmstrip. One may want to try this without previous warning that they will be tested, then another section or part II of a filmstrip, shown with prior knowledge that they will be tested about what they learned or heard. A body language activity can be based on the game, Charades. Give each student an adjective to describe with their body or facial expressions. Have the class guess which word they are expressing. Sample words are: Bored, Conceited, Happy, Sad, Lonely. Written communication activities are listed above - refer to letter to parent.

REFERENCES

TEXTBOOK - A Family Is..., Revised Edition, Illinois: Bennett Publishing, c1981.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - Me: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

GUIDE - The Birds, The Bees, and... The Real Story, by Kay Rodenberg Todd and Nancy Abbey-Harris, California : Network Publications, c1980.

FILMSTRIP - Relation & Values: What Really Matters? "The Family: Rights & Responsibilities", New York: Guidance Associates, $79

FILMSTRIP - Relation & Values: What Really Matters? "Dealing With Authority: What Should You Do?", New York: Guidance Associates, $79

FILMSTRIP - Understanding Your Parents, New York: Guidance Associates, $109

FILMSTRIP/VIDEO - Trouble at Home: Learning to Cope, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP/VIDEO - You & Your Parents: Making It Through the Tough Years, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP/VIDEO - If Someone in Your Family Drinks ...., New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP - Middle School Personal Enrichment, "Latchkey Kids: Special Responsibilities", Colorado: Mulberry Park, Set of 6 - $165 (Recommended for grades 4-8)

FILMSTRIP - Middle School Personal Enrichment, "Divorce: Getting Use to Divorce", Colorado: Mulberry Park, Set of 6 - $165 (Recommended for grades 4-8)

FILMSTRIP - Middle School Personal Enrichment, "Alcoholism: The Long Tunnel", Colorado: Mulberry Park, Set of 6 - $165 (Recommended for grades 4-8)

FILMSTRIP - Coping With Family Problems, "Coping With Your Parent's Divorce", Colorado: Mulberry Park, Set of 4 - $88

SOFTWARE - Parent-Adolescent Series, California: Career Aids, $79.95 (Apple)

SOFTWARE - Life Coping Skills, California: Career Aids, Set of 19 disks - $295 (Apple)

SOFTWARE - Body Language Analysis, California: Career Aids, Set of 2 - $90 (Apple)

SOFTWARE - Communicate!, California: Career Aids, $55 (Apple)

ROLE PLAY: PARENT & ADOLESCENT

A. Ginger steadily dates Tom, whom her parents don't like. They think he is moody, and that Ginger is too young to date just one guy. They always want her home immediately after the dance, movie, or whatever she goes to. Ginger feels that she's being treated like a baby, as all her other friends stay out later. Tom isn't very patient, therefore, talks Ginger into breaking her parents hours. It seems that Ginger and parents argue continuously over this issue.

B. Lisa's parents insist that at least one night per weekend be saved for family time. Lisa is embarrassed to be seen with her parents at the movies, ballgame, or other places since all of her friends aren't with their parents.

C. Glen wants to go with John and Andy to the college basketball game on Thursday night. His parents have told him that he cannot go, as it is a school night and he knows the family rule. Glen accuses them of treating him like a baby. His parents feel that if he would start to show more responsibility around the house, such as cleaning his room without being told, they may consider changing some of the family rules, but not until!

D. Jennie's parents found out that Jennie did not go to the movies like she said she was going to. Instead, Jennie went with Margo and Lisa to the teen hangout, the Arcade. Jennie's parents forbid Jennie to go to the Arcade, therefore, she feels she has to lie to her parents to get to go where all of her friends do. She is now grounded for two weeks.

E. Don and DeeDee's parents just turned off the T.V. and told them to find something to do. Don argues that there isn't anything to do, especially since they don't allow them to go out with their friends on school nights. DeeDee exclaims that, "This house is like a prison!" Their mother replies that they have watched entirely too much T.V. the past couple of weeks, so they best think of something else to do as T.V. is off limits for the rest of the week.

CONCEPT V. PEERS & PRESSURE

OBJECTIVE V. A. THE STUDENT WILL LIST WAYS TO MAKE AND KEEP FRIENDS.

LEARNING ACTIVITIES & RESOURCES

WRITTEN ACTIVITY/DISCUSSION - Have individual students write their definition of a friend. Compare and discuss the definitions.

BULLETIN BOARD - Have students construct a bulletin board by listing the ten most desirable traits they find in a friend. Label with the heading, "A friend is ..." On another half of the bulletin board have the students list the traits found in a person they would not call a friend. Label with the heading, "Nobody's friend is ..." Decorate with pictures depicting the traits listed.

POSTER - "Indeed a Friend Is Never Known Until a Man Has Need".

SHORT ESSAY/DISCUSSION - Have students write a short essay or paragragh explaining what the quotation above means. Read and discuss as a group.

SMALL GROUPS/DISCUSSION - In groups of two have students define, cliques & popularity. Discuss the pros and cons of being a part of a clique. Discuss the pros and cons of being popular. Discuss the feelings of a person who does not belong to a clique, and who isn't popular.

ROLE PLAY - Have students role play the part of someone who is left out. Make note of their comments and reactions to being choosen last, not getting a dance, etc. Have students discuss reactions or behaviors they would have shown if they were put in that spot. (Included in this guide.)

WRITTEN ACTIVITY/DISCUSSION - Have students write for advice to an imaginary advice columnist, anonymously. Read the letters to the class and have students write their advise back to the anonymous advice seeker. Discuss and come up with a group solution to the problem.

WORKSHEET/DISCUSSION - Have students complete "Friendship Questionaire". Discuss, referring to article "Friends & Friendship", listed under references. (Included in this guide.)

POSTER - "A Friend Is a Present We Give Ourselves."

WRITTEN ACTIVITY/DISCUSSION - Have students write a newspaper ad advertising for a friend. Read ads and discuss.

POSTER - "There are no strangers, only friends we haven't met."

SHORT ESSAY/DISCUSSION - Have students write a short essay or paragraph explaining what is meant by the quotation above. Discuss as a group.

FURTHER ACTIVITIES

SURVEY/SCHOOL INVOLVEMENT - Have class write a survey to distribute and compile for classroom study and discussion. Survey may be title, "What Guys/Girls Like In Girls/Guys", "What Traits Are Important In a Friend", or something similar.

SCHOOL INVOLVEMENT - Have class advertise as an advice columnist on friendship, and answer letters from throughout the school. Perhaps with the use of the school paper, or through the use of a bulletin board posted outside the home economics room. Care needs to be taken in answering carefully and under strict teacher supervision, as most advice seekers will take the advice to heart.

BOOK - Have students read and discuss, "A Friend Is Someone Who Likes You", by Joan Walsh Anglund. New York: Harcourt Brace Jovanovich, Inc., c1958.

REFERENCES

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall, c1985.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

GUIDE - Teaching Contemporary Family Life, compiled by Ann Allen, available from Superintendent of Public Instruction, State Capitol, Helena, MT 59601.

MAGAZINE - Current Lifestudies, "Friends & Friendship", September 1980, pp. 5-13.

MAGAZINE - Teen, "Friendships: How to Keep (or Improve) the Ones You've Got", April 1981, p. 26.

MAGAZINE - Teen, "When Friendships Fade Away: How to Handle It", April 1982, p. 42.

MAGAZINE - Teen, "How Do You Rate As A Friend?", September 1982, p. 46-48.

GUIDE - The Birds, The Bees, and...The Real Story, by Kay Rodenberg Todd & Nancy Abbey-Harris, California : Network Publications, c1980.

FILMSTRIP - Belonging to a Group, New York: Guidance Associates, $97

FILMSTRIP - Relationships & Values: What Really Matters?, "Friendship: Caught in the Middle", New York: Guidance Associates, $79

FILMSTRIP - Relationships & Values: What Really Matters?, "Girls & Boys: Rights & Roles", New York: Guidance Associates, $79

FILMSTRIP - Relation & Values, "Who Comes First: You or the Group?", New York: Guidance Associates, $79

FILMSTRIP/VIDEO - The Group & You: Handling the Pressures, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP/VIDEO - Friends: How They Help...How They Hurt, New York: Sunburst Communications, Fs - $115, V - $139

FILMSTRIP - Middle Shool Personal Enrichment, "Friends: Finding Friends, Keeping Friends", Colorado: Mulberry Park, Set of 6 - $165 (Recommended for grades 4-8)

SOFTWARE - Stress & the Young Adult, California: Career Aids, $54.95 (Apple)

SOFTWARE - ICAN - Coping with Stress, California: Career Aids, $29.95 (Apple)

SOFTWARE - Life Coping Skills, California: Career Aids, Inc., Set of 19 disks - $295 (Apple)

FILMSTRIP - Peer Stress, California: Career Aids, $34.50

FILMSTRIP - Teenage Stress, California: Career Aids, Set of 4 filmstrips - $149

ROLE PLAY: SOMEONE LEFT OUT

A. Lee, Mike and Jim were attending the first dance of the school year. They were rather nervous, as well as, excited. The music started and the boys decided which girls they were going to ask to dance. Lee and Mike both got dances, but Jim was turned down. He didn't feel too bad the first time, but after being turned down several more times he decided not to ask anymore, and went and sat by himself in the corner. Lee and Mike were having such a great time, they didn't notice that Jim was off in the corner by himself.

B. At recess time Sue's class decided to play touch football. The two most popular students said that each of them would pick a team. Jill and Ted picked their teams one by one, leaving Sue until last. Then she could tell that neither really wanted her, because Ted offered her to Sue, even though it was his choice.

C. In home economics class the teacher divided the class into groups to work in the food lab. There were three other students in Mary's group, but none of them seemed to like Mary as they never had her do anything but wash dishes.

D. Gary had made the basketball team his senior year, but he wasn't so sure it was his talent that had got him the spot, as much as it was his height of 6"7". He talked to his coach about it, and was told he had kept him since he was a senior. Before the first game, the coach distributed the new warm-ups to the team. Each had the players name on the back, with the exception of Gary's.

E. Jeannie had always attended a rural school, but when she became a seventh grader she had to go to a larger school in town. Although her new classmates seemed to like her, she was never asked to their slumber parties, or birthday parties. It seemed that most of the cliques were already set, and although each clique seemed to like her, she never had a "group" to do things with.

FRIENDSHIP QUESTIONAIRE

1. What is a friend?

2. Do you have different types of friends?

3. How do friendships begin?

4. How do friendships grow?

5. How do friendships change as we grow?

6. Why do we change friendships?

CONCEPT V. PEERS & PRESSURE

OBJECTIVE V. B. THE STUDENT WILL DESCRIBE COMMON ADOLESCENT CONCERNS.

LEARNING ACTIVITIES

WRITTEN ACTIVITY - Have students compile a list of common peer pressures they face. Use this as an needs assessment to see which areas they wish to learn more about, or are ready for.

MINI UNIT - Do a unit on sex education stressing anatomy, sexual development, and sexual reproduction. Several excellent guides are listed under references.

GUEST SPEAKER - Have a guest speaker on drugs and alcohol. Check mental health center, chemical dependency center, AA groups, county health, or special community support groups for specialists. May need to provide for more then one day in order to cover all the material, and answer all the student questions.

GUEST SPEAKER - Have a guest speaker to talk on venereal diseases, including Herpes and Aids. Check with county health nurse, school nurse, registered nurse, or doctor. Be sure to choose a speaker who can relate well with adolescents, and is at ease with the topic.

GUEST SPEAKERS - Have guest speakers to talk about pregnancy prevention. One may cover the types of birth control devices, the other should cover natural methods of prevention. Check with county health center, registered nurse, or doctor. Choose a speaker who can relate well with adolescents, and who is at ease with the topic. Check with administration on school policies regarding subject matter.

DISCUSSION - Discuss the relationship between conforming and peer pressure. What are the advantages/disadvantages in giving into pressure and conformity?

WORKSHEET - Read to them specific examples relating to peer pressure and have them complete what they would do. (Included in this guide.)

BULLETIN BOARD - Have students compile a list of reasons for dating. List on bulletin board and label, "Dating Mania". Decorate with pictures of couples dating.

BULLETIN BOARD - Compile a list of positive and fun dating ideas — where to go, what to do, etc. Display on "Dating Mania" bulletin board.

ROLE PLAY - Role play various situations where peer pressure is present. Discuss after going through the various examples. (Included in this guide.)

FURTHER ACTIVITIES

EXTENDED MINI UNIT - Depending on maturity of students and needs of the class, one may go in-depth into teen-age pregnancy, abortion, the father's role, adoption versus keeping a baby, living in a home for unwed mothers, etc.

REFERENCES

TEXTBOOK - Relationships A Study In Human Behavior, Revised Edition, Massachusetts: Ginn and Company, c1984.

TEXTBOOK - Changes & Choice, Illinois: Goodheart-Willcox Company, c1986.

TEXTBOOK - A Family Is ...., Revised Edition, Illinois: Bennett Publishing, c1981.

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

TEXTBOOK - ME: Understanding Myself and Others, Illinois: Chas. A. Bennett Co., c1977.

TEXTBOOK - Parenting A Guide For Young People, New York: Oxford Book Company, c1975.

GUIDE - Sex Education A Practical Teacher's Guide, by Kathy Bridge, Maine: J. Weston Walch, c1984.

GUIDE - Questions About Sex and Sexuality, by Ned Van Tidow, Maine: J. Weston Welch, c1985. (Reproducible Book)

GUIDE - Sex Education Teacher's Guide and Resource Manual, by Steven Bignell, California: Network Publications, c1982.

GUIDE - The Birds, The Bees, and ... The Real Story, by Kay Rodenberg Todd & Nancy Abbey-Harris, California: Network Publications, c1981.

GUIDE - Saying Goodbye to: The Birds The Bees and Telling the Real Story, by Nancy Abbey-Harris & Kay Roddenberg Todd, California: Network Publicaitons, c1981.

FILM - Human Reproduction, Montana State Film Library

FILM - VD Blues, Montana State Film Library

FILM - Feeling Left Out, Aim's Instructional Media Services, Inc. (Film deals with shyness)

FILM - Shyness: Reasons and Remedies, Human Relations Media

FILM - His Responsibility, Montana State Film Library

FILMSTRIP - What Are You Going to Do About Smoking?, New York: Guidance Associates, $109

FILMSTRIP - What Are You Going to Do About Alcohol?, New York: Guidance Associates, $109

FILMSTRIP - Growing into Womanhood/Growing into Manhood, New York: Guidance Associates, $109

FILMSTRIP - Becoming a Woman/Becoming a Man, New York: Guidance Associates, $109

FILMSTRIP - Learning About Sex, New York: Guidance Associates, $109

FILMSTRIP/VIDEO - Learning to Say No, New York: Sunburst Communications, FS - $115, V - $139

VIDEO/MANUAL - Life Positive: A Drug Abuse Prevention Curriculum, New York: Sunburst Communications, V & M - $249 M - $99

FILMSTRIP/VIDEO - Understanding Suicide, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP/VIDEO - Smokeless Tobacco: The Whole Truth, New York: Pleasantville Media, FS - $59, V - $79 (Michael Hardy Product)

FILMSTRIP - Jr. High Personal Enrichment, "Drugs: "I Can Handle It" ", Colorado: Mulberry Park, Set of 5 - $144 (Recommended for grades 7-9)

FILMSTRIP - Jr. High Personal Enrichment, "STD's: A Really Personal Problem", Colorado: Mulberry Park, Set of 5 - $144
(Recommended for grades 7-9)

FILMSTRIP - Jr. High Personal Enrichment, "Anorexia & Bulimia: "The Perfect Child" ", Colorado: Mulberry Park, Set of 5 - $144 (Recommended for grades 7-9)

FILMSTRIP - Drug Facts: Processes & Effects, Colorado: Mulberry Park, Set of 8 - $178

FILMSTRIP - Art Linkletter on Love, Sex & Values, Colorado: Mulberry Park, Set of 4 - $125 (Recommended for grades 7-9)

FILMSTRIP - Developing Self-Respect, Colorado: Mulberry Park, Set of 4 - $88

FILMSTRIP - Sexually Transmitted Diseases, Colorado: Mulberry Park, $35 (Recommended for grades 7-9)

FILMSTRIP - Coping With Life I & II Colorado: Mulberry Park, Each Set has 4 filmstrips - $88, Both Sets - $168
Life I: Fear, Temptation, Disappointment, Loneliness
Life II: Anger, 'Embarrassment, Frustration, Jealousy

FILMSTRIP - Drugs & You, Colorado: Mulberry Park, Set of 5 - $105

FILMSTRIP - Alcohol & You, Colorado: Mulberry Park, Set of 4 - $88

FILMSTRIP - Alcohol, Smoking & Drugs, Colorado: Mulberry Park, Set of 4 - $90

FILMSTRIP - Smoking & You, Colorado: Mulberry Park, Set of 3 - $71

SOFTWARE - Venereal Disease, California: Career Aids, $34.95 (Apple/IBM)

SOFTWARE - Sexually Transmitted Diseases, California: Career Aids, $55 (Apple)

SOFTWARE - Contraception, California Career Aids, $110 (Apple)

SOFTWARE - Stress & the Young Adult, California: Career Aids, $54.95 (Apple)

SOFTWARE - ICAN - Coping with Stress, California: Career Aids, $29.95 (Apple)

FILMSTRIP - Adolescent Conflicts, California: Career Aids, Set of 5 programs or 10 filmstrips - $501.40

FILMSTRIP - Peer Stress, California: Career Aids, $34.50

FILMSTRIP - Teenage Stress, California: Career Aids, Set of 4 - $149

PEER PRESSURES

CASE EXAMPLES:

#1 Jackie thought Kent was taking her to a movie. After picking her up he told her they were going to his friends house for a party. Jessie is feeling angry with Bob and guilty, because they told her parents they were going to the movies as they left the house.

What are Jessie's alternatives?

What are the consequences of each alternative?

Which alternative would you choose?

#2 Melinda grew up next door to Tom, so they are almost like brother and sister. Tom's family is poor, but that never bothered Melinda. Since Tom started junior high, Melinda has noticed that her friends laugh and tease Tom about the way he dresses.

What are Melinda's alternative?

What are the consequences of each alternative?

Which alternative would you choose?

#3 While riding around with his friends after school, one of Jake's friends takes out a pack of cigarettes and offers one to everyone. Jake is the only one who refuses. His friends now call him a "puritan".

What are Jake's alternatives?

What are the consequences of each alternative?

Which alternative would you choose?

CONCEPT VI. ABUSE

OBJECTIVE VI. A. THE STUDENT WILL DEFINE THE TYPES OF ABUSE.

LEARNING ACTIVITIES & RESOURCES

DISCUSSION - Define and discuss the different types of abuse.

RESEARCH PROJECT - Have students find articles on abuse and bring to class to share and discuss with others. (May combine with a library skills lesson.)

GUEST SPEAKER - Have a guest speaker to talk about the different kinds of abuse and its affects on self-esteem. Check with mental health, county health, welfare, or special organizations dealing with abuse for a qualified speaker. (May need more then one day to cover topic.)

FURTHER ACTIVITIES

GUEST SPEAKER - Have a guest speaker address issues relating to the abuser. Investigate characteristics found in the abuser. Why are people abusive?

REFERENCES

TEXTBOOK - A Family Is ...., Revised Edition, Illinois: Bennett Publishing, c1981.

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

TEXTBOOK - Change & Choices, Illinois: Goodheart-Willcox Company, c1986.

VIDEO - Stong Kids, Safe Kids, California: Home Economics School Service, $29.95 (Paramount)

FILMSTRIP/VIDEO - Coping Strategies for Sexual Abuse: If It Happens to You, New York: Sunburst Communications, FS - $115, V - $139

FILMSTRIP - Middle School Personal Enrichment, "Child Sexual Abuse: Saying No" ", Colorado: Mulberry Park, Set of 6 - $165 (Recommended for grades 4-8)

CONCEPT VI. ABUSE

OBJECTIVE VI. B. THE STUDENT WILL LIST SOURCES OF INTERVENTION AND HELP IN ABUSE CASES.

LEARNING ACTIVITIES & RESOURCES

DISCUSSION - Have the students discuss what they would do if they were being abused in some way, if another member of their family was being abused, or if someone they knew was being abused.

RESEARCH/BRAINSTORM - Have the students research and compile a list of where one could go for help if they were being abused.

GUEST SPEAKER - Have a guest speaker address what one should do if they are being abused, or know of abuse happening to someone else.

FURTHER ACTIVITIES

GUEST SPEAKER - Have a guest speaker address the legalities of reporting a abuser, what happens to the abuser reported, what happens to the person who does the reporting. Check out local mental health, welfare, special organizations dealing with abuse, or county attorney to find a qualified speaker.

REFERENCES:

TEXTBOOK- A Family Is...., Revised Edition, Illinoise: Bennett Publishing, c1981.

TEXTBOOK - Dimensions of Life, Ohio: South-Western Publishing, c1985.

TEXTBOOK - Family Living, Second Edition, New Jersey: Prentice-Hall Inc., c1985.

TEXTBOOK - Changes & Choices, Illinois: Goodheart-Willcox Company, c1986.

FAMILY LIFE
LEVEL I

CONCEPT VII. FAMILY LIFE CAREERS

OBJECTIVE VII. THE STUDENT WILL LIST CAREERS RELATED TO FAMILY LIFE.

LEARNING ACTIVITIES

SMALL GROUP/BRAINSTORM/DISCUSSION - Have students work in small groups and brainstorm types of careers that relate to family life. Compile lists, discuss and add to with the total group.

FIELD TRIP/GUEST SPEAKER - Visit the counseling center or have a school counselor visit with the class about careers that are available in the family life field.

FURTHER ACTIVITIES

GUEST SPEAKER - Have a guest speaker who is currently working in the family life field speak to the class on the responsibilities of his/her occupation, the rewards, the pitfalls, salary, opportunities for advancement, and the career placement.

RESEARCH PROJECT - Have students research and write a paper on a career related to family living. Investigate job responsibilities, job qualifications, education needed, placement opportunities, salary averages, etc. (May combine with an English writing assignment, library skills unit, or career education unit.)

REFERENCES

TEXTBOOK - Personal Perspectives, Second Edition, New York: McGraw-Hill, c1978.

REFERENCE ADDRESSES

McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY 10036

REFERENCE ADDRESSES

Bennett Publishing Co., Inc., 809 W. Detweiller Dr., Peoria, IL 61614

Career Aids, Inc., 20417 Nordhoff St., Dept E C 2, Chatsworth, CA 91311
(1-818-341-8200)

Chas. A. Bennett Co., Inc., 809 W Detweiller Dr., Peoria, IL 61614

Ginn & Co., a Xerox Education Co., 191 Spring St., Lexington, MA 02173

Goodheart-Wilcox Co., Inc., 123 W. Taft Dr., South Holland, IL 60473

Guidance Associates, Communication Park, Box 3000, Mount Kisco, New York
10549-0990 (1-800-431-1242)

Home Economics School Service, 10,000 Culver Blvd., P.O. Box 802, Culver City,
CA 90232-0802 (1-800-421-4246)

Instructional Horizons, Inc., P.O. Box 658, Portland, Maine 04104-0658

McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY 10036

Mulberry Park, Inc., P.O. Box 4096, Dept. C104, Englewood, CO 80155
(1-303-694-3618)

Network Publications, 1700 Mission St., Suite 203, Santa Cruz, CA 95060

Oxford Book Co., Inc., 11 Park Place, New York, NY 10007

Pleasantville Media, Room P G 7, P.O. Box 415, Pleasantville, NY

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

State Film Library, Office of Public Instruction, State Capitol Building,
Helena, MT 59260

Sunburst Communications, Room ML 9471, 39 Washington Ave., Pleasantville, New
York 10570-09971 (1-800-431-1934)

FOOD
and
NUTRITION

FOODS AND NUTRITION
LEVEL I

COMPETENCIES: I. Develop kitchen skills.
II. Relate the importance of nutrition to food preparation and service.
III. Describe careers related to foods and nutrition.

CONCEPTS	OBJECTIVES
I. Kitchen Skills	I. Kitchen Skills The student will:
A. Safety 1. Prevention of accident 2. Emergency treatment	A. Incorporate safety techniques in the kitchen.
B. Sanitation 1. Personal hygiene 2. Kitchen cleanliness	B. Use sanitation principles in food preparation labs.
C. Equipment & Appliances 1. Identification a. large b. small 2. Care 3. Safety	C. Demonstrate use, care, and safety of appliances and kitchen equipment.
D. Measuring 1. Dry 2. Liquid	D. Measure dry and liquid ingredients accurately using proper measuring tools.
E. Equivalents	E. Compute measuring equivalents.
F. Management 1. Organization a. read recipe b. assemble equipment & ingredients 2. Time	F. Practice skills relating to good time management and organization.
G. Cooking Terms	G. Define Cooking Terms
H. Recipes	H. Demonstrate correct use of recipes.
II. Food Preparation Skills	II. Food Preparation Skills The student will:
A. Introduce Nutrition 1. Food Groups 2. Nutrients 3. Diets	A. Identify the basic concepts of nutrition.
B. Food Preparation 1. Meats 2. Breads & Cereals 3. Dairy Products 4. Fruits & Vegetables	B. Prepare a variety of foods using basic techniques.

C. Service 1. Etiquette 2. Table setting	C. Demonstrate meal service, variations.
III. Foods & Nutrition Careers	III. Foods & Nutrition Careers The student will: Name a variety of careers related to foods and nutrition.

FOODS AND NUTRITION
LEVEL I

CONCEPT I: KITCHEN SKILLS

SUB CONCEPT A: SAFETY

OBJECTIVE I. A. THE STUDENT WILL INCORPORATE SAFETY TECHNIQUES IN THE KITCHEN.

LEARNING ACTIVITIES AND RESOURCES:

WORKSHEET. After presenting information on safety in the kitchen (lecture, reading material, discussion) have students find 10 safety hazards in the worksheet "Safety Hazards in the Kitchen." (Included in this guide)

ROLEPLAY. Divide students into small groups to roleplay students in a foods lab situation who exhibit 5 unsafe practices. Have other students make a list of the unsafe practices as they are observed.

GUEST SPEAKER/DEMONSTRATION. Have school nurse/county nurse give first aid demonstration on what to do for cuts, bruises, falls, burns, etc. Include a demonstration on the Heimlich Maneuver.

GUEST SPEAKER/DEMONSTRATION. Invite a fire fighter to explain how to put out different types of kitchen fires and demonstrate the use of fire extinguishers.

SMALL GROUP. Divide students into small groups to devise a home safety checklist. Have each group present their list to the class.

KIT. Send for Arm and Hammer Fire Pail Kit for classroom. Discuss how to put out fires with kitchen ingredients.

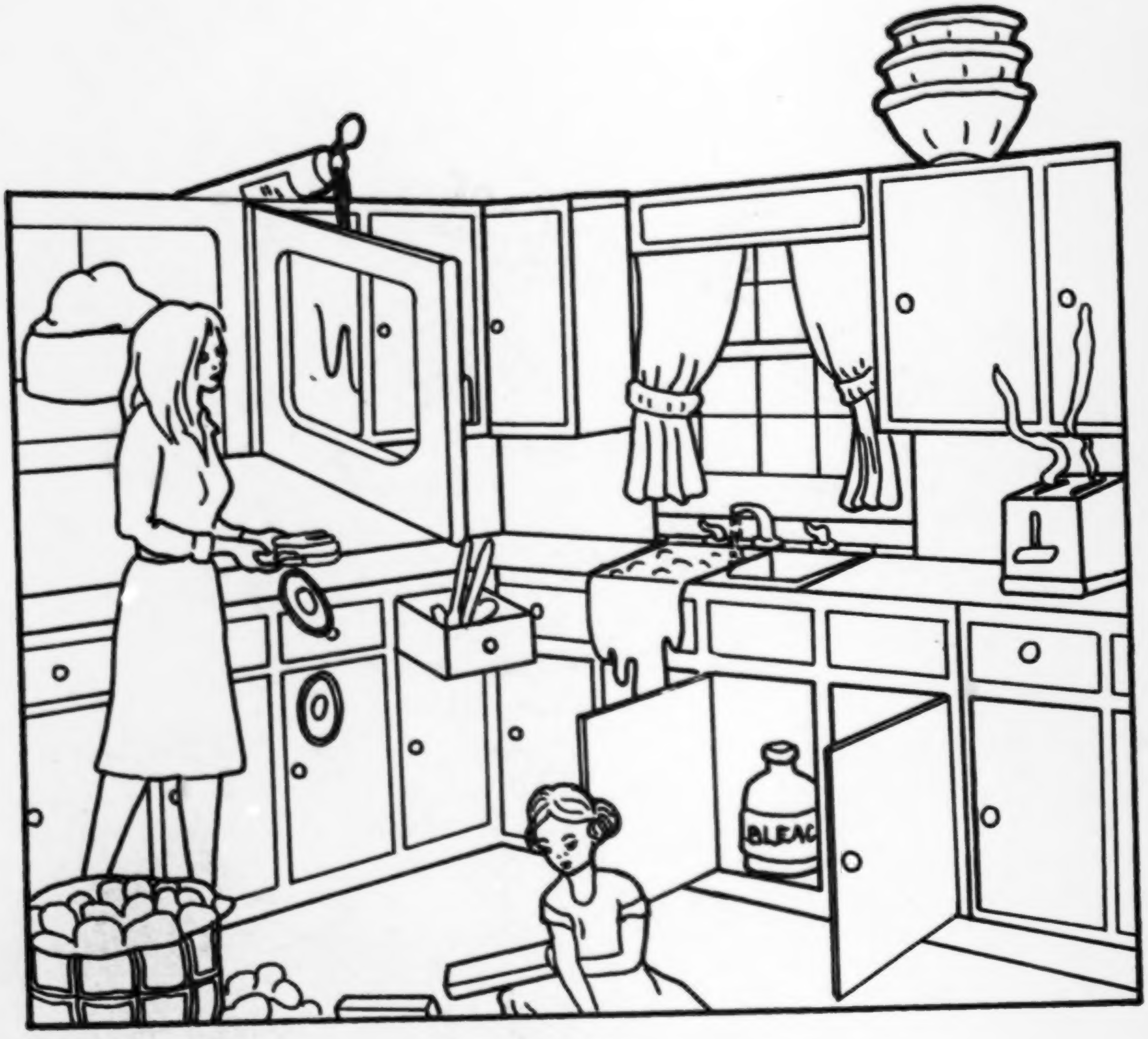
WORKSHEET/SITUATIONS. Complete "Safety First" worksheet to correct unsafe practices. (Included in this guide)

SAFETY HUNT. Rope off foods lab and have hunt for unsafe practices, i.e. potholders near burner, knives on counter, cabinet door open, etc. Give groups 5 minutes to locate the unsafe practices. Then have the group set up 5 new unsafe practices for the next group to find.

GAME. Can You Fix Dinner Without Accident. Students advance around gameboard and draw cards related to poor safety habits. Winner is first person to get dinner made.

Safety Hazards in the Kitchen

How Many Kitchen Safety Hazards Can You Identify?



From: Texas Curriculum Guide, Original Source Unknown.

SAFETY FIRST

NAME________________

The kitchen can be a great place for creating your favorite foods, but those utensils and appliances that make your work fun and fast can cause problems if not used properly. Everything done in the kitchen should be done with safety in mind. Remember SAFETY FIRST!

Below are fifteen situations that could really happen in the kitchen. Answer the questions in the blank provided.

1. Ron was fixing lunch for himself and two friends. After he got all done he noticed that his cuffs were stained with catsup, his shirt had grease spots on it and his pants were splashed with food. Ron had to go change his clothes. What should he have done to keep his clothes clean?

   ____

2. Long-haired Brenda was fixing lunch for her family. As she leaned over the range her hair caught on fire. What should she do now to put out the fire?

   ____

   ____

3. Dick was cleaning up the kitchen after fixing a snack. He put the food scraps down the food disposal. As he turned it on, it clunked, banged and growled. Dick quickly turned it off and dug a spoon, can label, and a piece of string out of the disposal. What was wrong?

   ____

   ____

4. Linda is doing dishes for her mother. Mrs. Smith used her new electric skillet for the first time today. When Linda is ready to wash it, she wonders whether she should put it in the dishwater or not. Her mother is not home to ask. How can she find out how to clean the skillet?

   ____

   ____

   What does "Immersible" mean?______________________________

5. Pat's family moved into an apartment that has only one wall outlet in the kitchen. They have about seven electrical appliances. Pat is wondering what to do about plugging them in. Should she use a 3-way plug or not?

____

____

6. Don was visiting his Grandmother and wanted to surprise her by baking some cookies. She had a gas stove that Don did not know how to operate. Give him some simple rules for cooking with a gas stove.

a. ____

b. ____

7. Donna was in a hurry to fix herself lunch. She had placed a saucepan filled with soup on the front burner of the stove with the handle toward the front. She brushed past the stove on her way to the cupboard and spilled soup all over. What was Donna doing wrong?

____

8. James was helping his parents clean up after a party. He picked up several ash trays and emptied them into the kitchen wastebasket. When he went into the kitchen later he saw smoke coming from the waste basket. What should he do now?

____

What could he have done to prevent the fire?

____

9. Mary was at the stove frying potatoes when the grease caught fire. By acting fast, what could she find in the kitchen to put the fire out?

____

What should she not use? ______________________

10. Betty's pot holder slipped as she reached in the oven to pull out her cookies. She burned her finger on the oven rack. What should she do for the burn?

____

How should she put things into and take things from the oven safely?

____

11. Joyce was boiling a big pot of chili for an "after the game" party. When she lifted the lid off the pot, she burned her face with the steam. What could she have done to have prevented the steam burn?

____

12. Karen was fixing grilled cheese sandwiches for herself and her little sister. She turned on the electric burner, then went to gather the skillet and ingredients. Her little sister didn't see the burner was on and reached over it, burning her arm. What rule of stove safety was she not following?

____

____

13. Sharon dropped a glass of lemonade she was serving to some friends. As she was picking up the glass, she cut herself. How could she have picked up the glass without cutting herself?

____

____

14. Joan was cutting vegetables for a tossed green salad. She had a sharp knife and was cutting in the air over her serving dish. She nicked her finger in the process. What should she do about the cut?

____

____

15. Sue has fallen in her kitchen twice this week. The first time she slipped on water she had spilled and today she slipped on a piece of food on the floor. How can she prevent the falls?

____

____

FROM: Colorado Prevocational Home Economics Basic Skills for Quality Living, August 1984. State Board for Community Colleges and Occupational Education, Denver, CO 80203.

Game: "Can You Fix Dinner without an Accident?"

OBJECTIVE OF GAME: To help students learn kitchen safety rules.

I. EQUIPMENT

1. Game board (photocopy original and glue on cardboard.
2. Cards (photocopy original and reinforce by gluing on cardboard.
3. Colored buttons for player tokens.

II. PROCEDURE

DIRECTIONS: Three players use the gameboard. Players draw cards and advance or move back according to directions given on the cards. Directions are read aloud. If players land in a square with directions written on it, they must also follow those directions. The first player to get dinner ready is the winner. If you run out of cards, shuffle discards and use them again (NOTE: Your teacher may wish to add more cards for your use.)

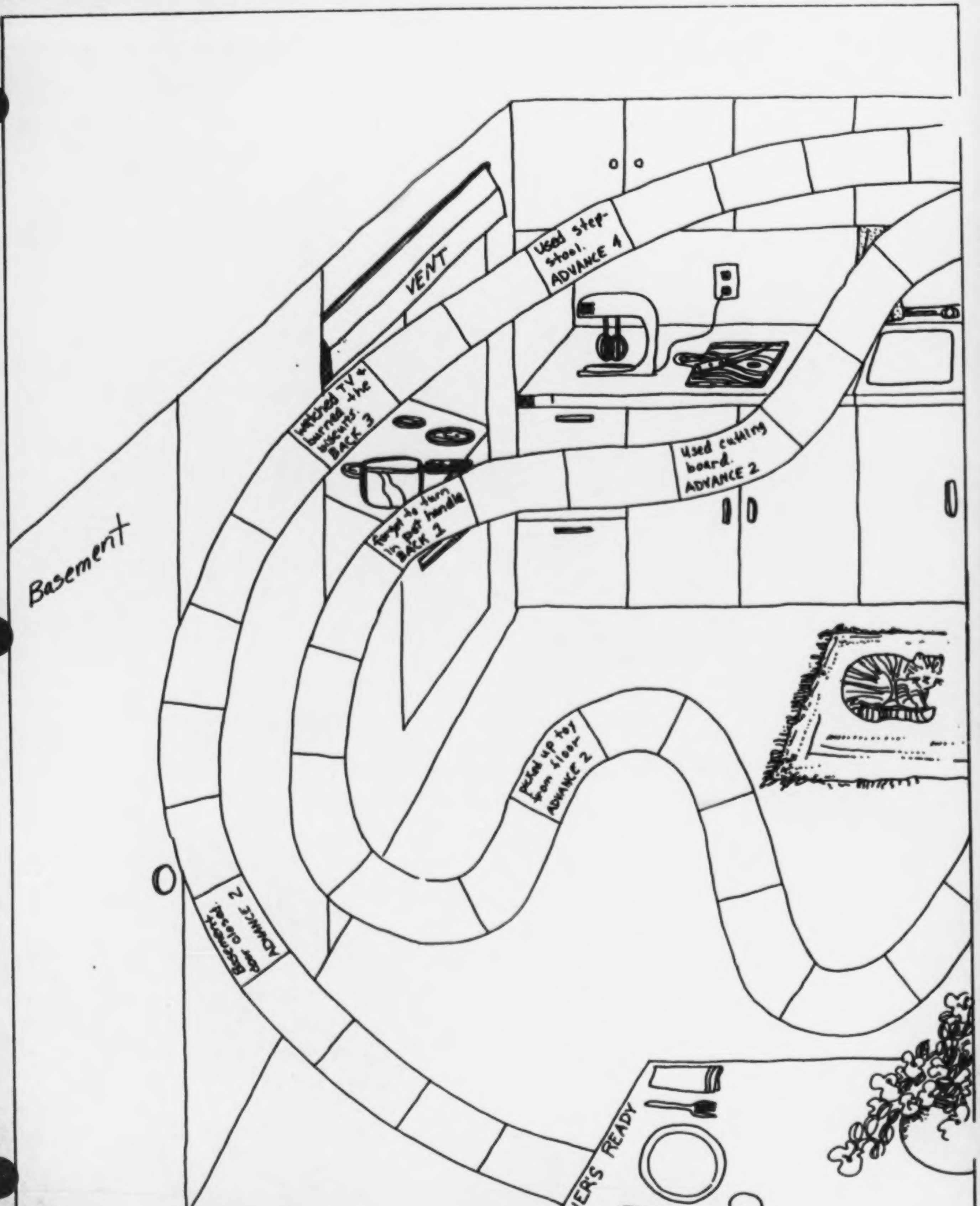
EVALUATION

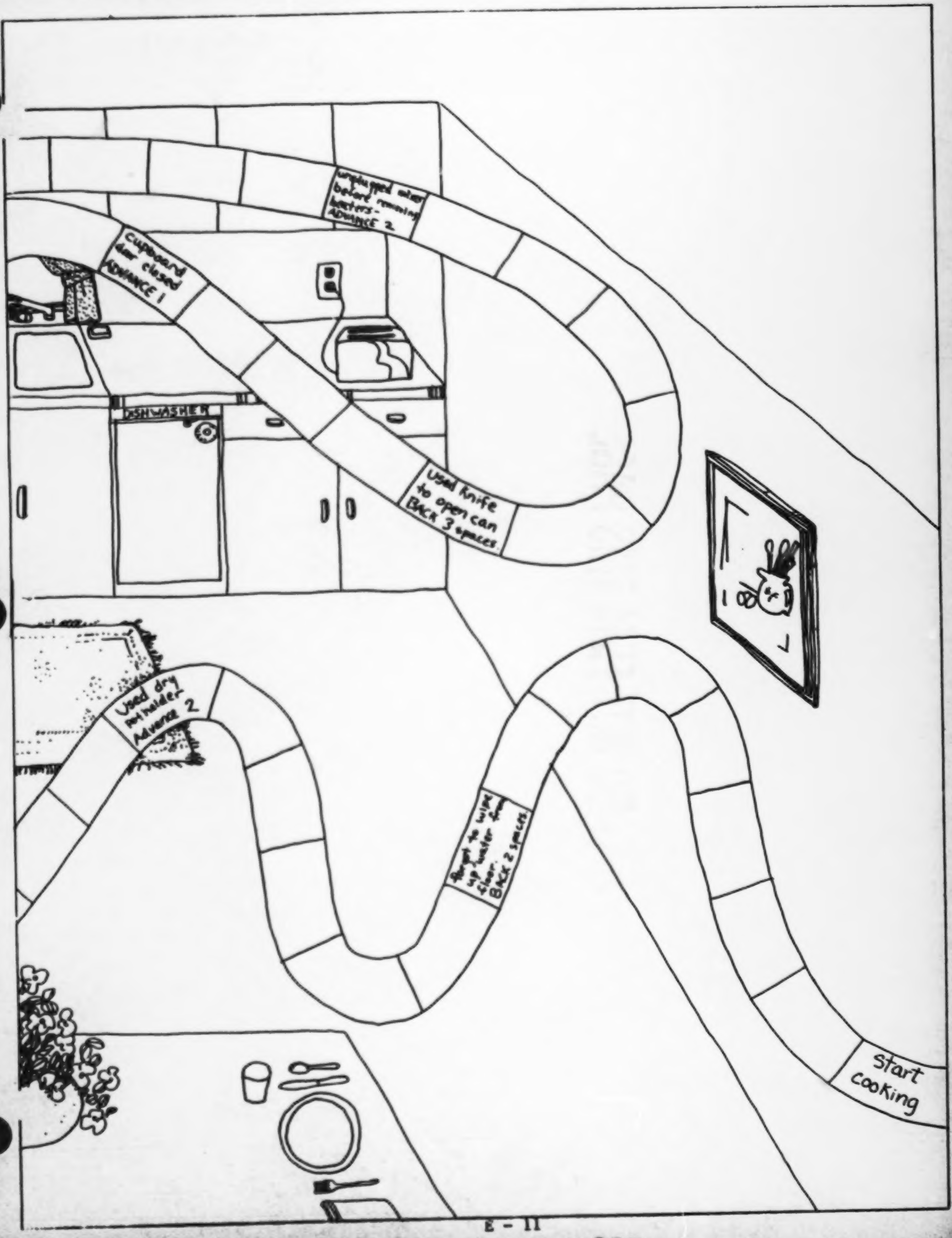
	Possible Points	Your Score
1. Followed Game Rules	20	
2. Active Participation	30	
3. Appropriate Behavior	20	
TOTAL	70	

FROM: Comprehensive Guide for Exploratory Home Economics Programs, University of Missouri, May 1984.

CARDS FOR GAME

Loose pot handle. Lose 1 turn.	Stored sharp knives in special compartment. Advance 1 space	Burned fingers when removing sticky food from toaster. Go back 1 space.
Did not let sharp knife lay in dishwasher. Advance 2 spaces.	Peeled potatoes without cutting self. Advance 2 spaces.	Set timer to remind you food was finished. Advance 2 spaces.
Opened pot lid by lifting back side first. Advance 1 Space	Used pan that was too small and green beans boild over. Go back 1 space.	Did not place sharp knife in dishwasher with blade pointing up. Advance 2 spaces.
Put wet french fries in hot grease. Go back 3 spaces.	Throw rug not slippery. Advance 2 spaces.	Remembered not to stick fork in toaster while plugged in. Advance 1 space
Broke a jar of pickles. Cleaned up mess immediately. Advance 3 spaces.	Smothered grease fire with skillet lid. Advance 2 spaces.	Did not carry a full hot pot across room. Advance 1 space.
When turning frying chicken held lid in front of you. Advance 3 spaces.	Bumped head on open cupboard door. Go back 1 space.	Did not allow electric cord to drape off cabinet. Advance 2 spaces.
Wore a shirt with long loose sleeves. Go back 1 space.	Spilled flour on floor and immediately cleaned it up. Advance 1 space.	Kept face away from oven door when opening it. Advance 2 spaces.


Basement
VENT
Used step-stool. ADVANCE 4
Watched TV & burned the biscuits. BACK 3
Used cutting board. ADVANCE 2
Forgot to turn in pot handle BACK 1
Picked up toy from floor ADVANCE 2
Basement door closed ADVANCE 2
DINNER'S READY


Start cooking
Forgot to wipe up water from floor. BACK 2 spaces.
Used dry potholder Advance 2
Used knife to open can BACK 3 spaces.
DISHWASHER
Cupboard door closed ADVANCE 1
Unplugged mixer before removing beaters - ADVANCE 2

FURTHER ACTIVITIES

PARENT INVOLVEMENT. Have students use their Home Safety Checklist to accident-proof their homes.

Have students develop emergency phone number lists which include fire department, policy, physician, poison control center numbers for quick reference.

FHA ACTIVITY. Community education project on some safety aspect
--Hold a babysitter clinic to teach basic first aid
--Poison control campaign
--Develop community symposium utilizing community resources to teach Heimlich Maneuver

Have student call State Poison Control Center for available information. Research potential kitchen poisons (cleaners, plants, foods), what to do in case of poisoning, and how to poison proof your home.

Research the most common causes of accidents in the home/kitchen. Report to class.

EVALUATION

PRETEST. Give students pretest/post on safety measures in the kitchen.

REFERENCES

FILM. Food and Kitchen Safety. 10 minute film on safe food handling, sanitation, cooking and storage. ($54) Glencoe Publishing Company

RESOURCE. Montana Poison Control Center

KIT. Arm and Hammer Fire Pail Kit, Arm and Hammer Division
Church and Dwight Company

FILMSTRIP. The Kitchen Survival Kit. Corning Glass Works, purchase. Filmstrip kit covers kitchen safety, basic first aid, appliance use, care, and storage.

PAMPHLETS. USDA:
    Food Safety for the Family, 1977
    Food Safety in the Kitchen
    Keeping Food Safe to Eat: A Guide for Homemakers, 1978 (G-162)

    USDA Consumer Marketing Svc.
    Washington, DC 0250

BOOKLET. Choking Rescue, 16 page free booklet illustrating the Heimlich maneuver and special instructions for pregnant women, obese individuals, infants and young children.

FILMSTRIP. Safety in the Kitchen, filmstrip, Franklin Clay Films

CONCEPT I. KITCHEN SKILLS

SUB CONCEPT I. B. SANITATION

OBJECTIVE I. B. THE STUDENT WILL USE SANITATION PRINCIPLES IN FOOD PREPARATION LABS.

LEARNING ACTIVITIES AND RESOURCES

EXPERIMENT. Prepare culture dishes using jello as medium. Contaminate the jello with the following: a hair, saliva, coughing, fingerprint, etc. Use "Hello Jello" worksheet (Appendix A, S.M.A.R.T.) for directions.

LAB RULES. Have lab groups develop their own laboratory rules on sanitation. Have groups report to large group, then give them a chance to modify their lab rules to add things they may have forgotten to include.

ROLE PLAY. Have students role play poor sanitation habits in the lab.
EXPERIMENT. Conduct experiments to discover what foods spoil. Observe foods for five days and record findings. Discuss why some foods spoil more quickly than others. Develop your own experiment or use Will it spoil? FOOD....Your CHOICE, Level 3. Unit Two, Activity 7A.

EXPERIMENT. Discover how to properly handle food by doing experiments in the Food Handling Detective Story, FOOD....Your Choice, Level 3, Unit Two Activity 7B. Demonstrate different safe storage practices for each food group.

SMALL GROUP/POSTERS. Divide students into small groups and have them construct "Not Wanted Posters" on one of the following: Sammy Salmonella, Betty Botulism, Stephen Staph. Describe their favorite hangouts, how they work, what they do, etc. How can they be arrested?

MENU PLANNING. Give each group a brown bag and some magic markers. Have the groups plan interesting lunch menus that use only "safe" foods. Make a bulletin board with the brown bag menus. Have students make their menus in a foods lab.

PICNIC. Plan a picnic lab using "safe" foods.

CASE STUDY. Read "The Case of the Unsuspecting Murderer" (story adapted from "A Walking Killer Called Mary" by Mark Sufrin, Chicago Tribune Magazine, April 8, 1979, pp 56-63.) from the National Dairy Council, Food...Your Choice, Level 4 Science, Activity 14A Hunting Microbes. Identify ways foodbourn illnesses can be prevented. Discuss food handling techniques to make food safer.

EXPERIMENT. How hot is safe? Have students read the "Safe Temperature" handout (Appendix A, S.M.A.R.T.) To keep microbes from growing, food should be kept cold or kept hot. Make a cup of tea or bouillon. Use a thermometer (candy or meat thermometer will do) to adjust the temperature to 65 degree C (150 degrees F). Take a few sips to note how hot the liquid feels. Cool it to 60 degrees C (140 degrees F) and taste again.

Heat another cup and see if you can guess when the liquid reaches a temperature between 60 and 65 degrees C (140 and 150 degrees F). Check your guess with the thermometer. If you guessed too low, microbes can grow!

CONTEST. Hold a Lunchbox Sandwich contest. Each student should find or create a different sandwich idea that would be suitable for a lunchbox. Vote to choose the best tasting, the most unusual, the most nutritious. Make a recipe box of index cards to keep the sandwich ideas each student liked.

DEMONSTRATION. Demonstrate how to pack foods do they stay fresh and safe to eat. Include ways to pack lunches (protect sandwiches, carry liquids) and picnic foods.

GAME. Play "Sanitation Bee" . Divide class into two teams. Each team takes a turn giving a sanitation rule. Players who cannot give a rule sit down. No rule may be repeated. The team with the last person standing wins.

To Wrap or Not to Wrap. Identifies most effective storage techniques for foods. Food Your Choice. Home Economics Level 4. National Dairy Council.

FURTHER ACTIVITIES

WRITING ACTIVITY. Have student write to the Food and Drug Administration, USDA or Public Health Office for information on its activities in food safety. Have them present to the class a report on their findings.

PROJECT. Have a student test temperatures of food served in the cafeteria using a food quality thermometer. Check temperatures with temperatures on the "Safe Temperature" handout (S.M.A.R.T., Appendix). Report to class.

Interview a public health inspector or restaurant owner. Find out what is involved in a restaurant inspection.

PARENT INVOLVEMENT - PICNIC. Plan and prepare a picnic for family using only "safe" foods.

PARENT INVOLVEMENT - STORAGE CHECK. Check if proper food storage methods are used at home.

EVALUATION ACTIVITIES

QUIZ. Food Storage Quiz

WORKSHEET/QUIZ. Have students identify poor safety practices in cartoon figures in Personal Hygiene Quiz. (Included in this guide)

REFERENCES

KIT. National Dairy Council
    Food...Your Choice Level 3 $15.00 for box of activities

    Food...Your Choice Level 4 Science 30.00 for box of activities

BOOKLET. *The Safe Food Book*, USDA, Food Safety and Inspection Service, Dec. 1984. *Homes and Gardens* Bulletin 24.
Consumer Information Center, Pueblo, CO

FILMSTRIP. Safety and Sanitation in Handling Foods. Filmstrip with cassette, teaching guide. Influences on and causes of food poisoning. Franklin Clay Films, purchase.

RESOURCE GUIDE. S.M.A.R.T. (Science and Math Activities and Resources for Teaching Home Economics) Levine, Marjorie, Montana State University, Bozeman, MT 1986.

SLIDES. Storing Your Food. Media Services, Visual Communications Group, purchase. Twenty-eight slides. Guidelines for safe food storage in cupboard and refrigerator.

FILMSTRIP. Sandwiches Please. Wheat Flour Institute, purchase. Seventy-eight frame filmstrip with pamphlet.

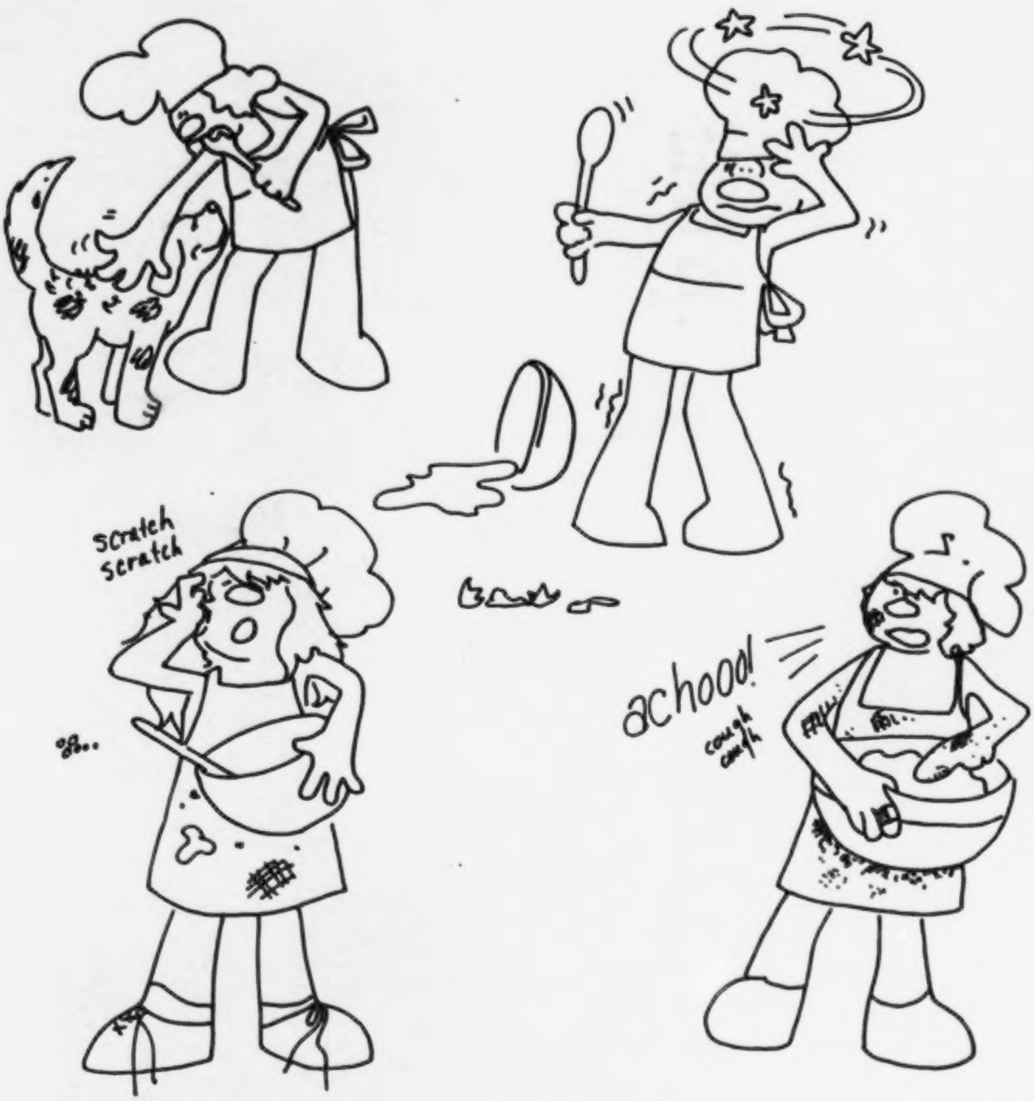
FILMSTRIP. Food for Keeps. Dow Chemical Company, purchase. Filmstrip, spiritmaster, teaching guide, wall chart. Storing food in pantry, refrigerator, and freezer.

FILMSTRIPS. Food Safety. Two filmstrips on safe food handling and storage principles--major causes of food poisoning, danger signals of foodbourn illness, safe food storage. $68.00 Learning Seed.

COOL COOKS

PERSONAL HYGIENE QUIZ

DIRECTIONS: These "COOL COOKS" are not too cool because they are not following good personal hygiene rules. Find all the wrong things you see. You should find at least ten mistakes. List broken rules on the back of this page. Keep your work neat and make complete sentences, please!


scratch
scratch
achooo!
cough
cough

FOODS AND NUTRITION
LEVEL I

CONCEPT I. KITCHEN SAFETY

SUB CONCEPT I. C. EQUIPMENT & APPLIANCES

OBJECTIVE I.C. THE STUDENT WILL DEMONSTRATE USE, CARE, AND SAFETY OF APPLIANCES AND KITCHEN EQUIPMENT.

LEARNING ACTIVITIES AND RESOURCES

SCAVENGER HUNT. Give students a list of equipment. They find the items on the list in their lab kitchen. First group finished gets a prize! After the game is over the groups must put the items back in their correct places!

GUEST SPEAKER. Invite a utility company home economist to demonstrate use and care of large equipment including range and refrigerators. What energy saving features have been added to large kitchen equipment in recent years? What safety rules should be followed when using the equipment?

DEMONSTRATION. Assign students/groups of students a small appliance. Have students research the use, energy requirements, safety, and clean-up of the appliance. Also have them include what utensils/equipment could be substituted if your home did not have that appliance. Have them demonstrate the appliance to class by preparing one food with the appliance. If there are different types of the appliance in the lab, they may point out the advantages/disadvantages of different features.

LAB. Have students prepare foods using different types of small equipment. These labs may be used in conjunction with other concepts. For instance when discussing good nutrition, a snack lab or breakfast lab could be used to teach both nutrition concepts and how to safely and efficiently use small appliances.

BRAINSTORM/CLASS DISCUSSION. Have students brainstorm to make a list of small appliances which are necessary to have in a kitchen. Write list of appliances on overhead/blackboard and discuss use of each appliance and the advantages/disadvantages of each. Have them rank the list as to which ones they feel are most necessary. Then try to reach a class consensus on which ones are really needed and which ones are luxuries.

BOOKLETS. Read booklets from Montana Cooperative Extension Service such as Electric Blenders and Microwave Ovens and write to small appliance companies such as Sunbeam Appliance Company for their information.

FILMSTRIP, Choosing and Using Small Appliances. Career Aids, 54.00

FIMSTRIP/VIDEO. Kitchen Equipment Series. Career Aids, 6 programs/$216 or programs may be purchased individually.

FILMSTRIP. Kitchen Tools. 3 Filmstrips on Utensils and Measures, Knives, and Tools to Make Food. Career Aids, $85/filmstrip

FURTHER ACTIVITIES

Have students complete projects to compare time, energy usage, or end product quality of foods made by using different appliances. For example, energy consumption differences preparing a food on the range versus in the electric frying pan or comparison of quality of a product made in the blender versus the mixer or hand mixed, a time study comparing use of food chopper in salad making versus use of a paring knife.

PARENT INVOLVEMENT. Have student prepare food at home utilizing different small appliances.

PARENT INVOLVEMENT - SURVEY. Survey parents and grandparents on what equipment they had at home when they were younger and what appliances class members now have. Use "Home Appliance Use" worksheet on p. 58 of the Appendix in S.M.A.R.T. to summarize class results.

EVALUATION ACTIVITIES

PRETEST. "Musical Chairs" Pretest. Arrange cooking utensils around room so that each student will have an individual station next to a numbered piece of equipment. Have students number a piece of paper for how many pieces of equipment you have put out. Then give them 15 seconds at each station to write the name of the utensil. Call out "MOVE" or have some other signal so they all move at the same time. Then when the circuit has been made, have each student stand up identify the name and function of the utensil/equipment s/he has at her/his station. This activity not only serves as a pretest but also shows students that many pieces of equipment have different functions and/or names.

REFERENCES

FILMSTRIP. Choosing and Using Small Appliances. Filmstrip with audiocassette (11 minutes) Criteria for selecting appliances, safest and most energy efficient way of using and maintaining. $54.00, Glencoe Publishing Co.

FOODS AND NUTRITION
LEVEL I

CONCEPT I. KITCHEN SKILLS

SUB CONCEPT I. MEASURING

OBJECTIVE I. C. THE STUDENT WILL MEASURE DRY AND LIQUID INGREDIENTS ACCURATELY USING PROPER MEASURING TOOLS.

LEARNING ACTIVITIES AND RESOURCES

LAB. Prepare "Gobbly Gooks" made with globs, blubs, blobs, and dribbles and compare it to a standardized "No Bake Cookie" recipe to demonstrate first hand the importance of accurate measuring techniques and following directions. HINT: Half of students can use Gobbly Gook recipe and half use the No Bake Cookie recipe. Recipes from S.M.A.R.T (p. 15) or Forecast, October 1985, p. 9.

DEMONSTRATION. Have students help demonstrate correct measuring techniques. Make "Cowboy Coffee Cake" using a different student demonstrate each step. (Included in this guide)

PANTOMIME. Have a volunteer pantomime making a recipe (ie Oatmeal cookies). Have students guess what ingredient is measured and critique if ingredient is being measured correctly.

EXPERIMENTS. Have students measure different types of flour (cake, all purpose, whole wheat, sifted, unsifted) in a one cup measuring cup. Weigh the cup of flour. How does mass compare with volume? Measure other ingredients (brown sugar, packed and unpacked; shortening, etc.) and compare volume measurements and weights. What method is most accurate?

METRIC ACTIVITIES. See S.M.A.R.T. for suggested activities.

EVALUATION ACTIVITIES

DEMONSTRATION. Give a measuring demonstration but perform several measurements incorrectly. Students must "catch" your mistakes.

REFERENCES

LEARNING PACKETS. Individualized Learning Packets on "Save Time Number Measurements" and "From Measure to Measure" are available from: Individualized Learning Systems, Continuing Education Publications, Extension Hall Annex. Corvallis.

FILMSTRIP. Measuring Common Kitchen Ingredients, Filmstrip, Franklin Clay Films

COWBOY COFFEECAKE

Today we will be demonstrating to each other how to measure ingredients that you will be measuring throughout the foods labs. We will need sixteen students to perform these tasks that are listed below.

__________ 1. Demonstrate lighting oven to 350 degrees F; also measure 2 tsp. baking powder and put in custard cup.

__________ 2. Demonstrate greasing and flouring 2 9" round cake pans.

__________ 3. Demonstrate 1 c. sweet milk converted to 1 c. sour milk.

__________ 4. Demonstrate measuring 2 1/2 c. sifted all-purpose flour and put in large mixing bowl.

__________ 5. Demonstrate measuring 2 c. brown sugar and add to flour.

__________ 6. Demonstrate measuring 2/3 c. shortening and set aside.

__________ 7. Demonstrate measuring 1/2 tsp. salt; add salt to flour and brown sugar.

__________ 8. Demonstrate measuring 1/2 tsp. soda, 1/2 tsp cinnamon and 1/2 tsp. nutmeg; add these to baking powder in custard cup.

__________ 9. Demonstrate how to beat 2 eggs; add to milk.

__________ 10. Demonstrate the following steps: Blend flour, sugar, salt, and cut in shortening with pastry blender until crumbly; reserve 1/2 cup.

__________ 11. To remaining crumbs, add baking powder, soda, and spices; mix well.

__________ 12. Add milk and eggs to flour mixture; mix batter with electric mixer until smooth.

__________ 13. Divide batter evenly into two prepared cake pans.

__________ 14. Demonstrate sprinkling pans of batter with remaining crumbs.

__________ 15. Demonstrate moving oven shelves so the pans can be placed in the center of the oven and then demonstrate the proper placing of the two pans in the oven. Shut door.

__________ 16. Demonstrate the setting of the oven timer for 25 minutes. Have two cake racks out on counter to put cakes when done.

FOODS AND NUTRITION
LEVEL I

CONCEPT I. KITCHEN SKILLS

SUB CONCEPT I. E. EQUIVALENTS

OBJECTIVE I.E. THE STUDENT WILL BE ABLE TO COMPUTE MEASURING EQUIVALENTS

LEARNING ACTIVITIES AND RESOURCES

GAME. Play "Equals", a card game based on Concentration. See directions on p. 40, S.M.A.R.T. or in Base Home Economics Curriculum, grades 5-8 3.0 Foods/Nutrition, BANK I, I-fn, 39.

COMPUTER. Use Classroom Potpourri I to convert recipes.

GAME. Play "Who Has". Students each have a card with a measurement and a question such as "I have 6 ounces. Who has 6 teaspoons?" The student with the answer (in equivalents) responds by reading his/her card aloud. Play continues until all the cards are read. HINT: THe game may be timed to see how quickly the equivalents can be identified. (See page 16-17, Appendix of S.M.A.R.T. for sample game cards.)

MYSTERY SNACK. Identify mystery measurements (equivalents). After checking instructor's key, students prepare the Mystery Snack. (Included in this guide)

REFERENCES

GAME. Equals. Blankenship, Martha, BASE HOME ECONOMICS CURRICULUM. Grades 5-8 Area 3.0 Foods/Nutrition, Oct. 1981. Home Economics Education, West Virginia. ERIC 222646.

SOFTWARE. Classroom Potpourri I, Clo's Line, Volberg, MT 1985. For Apple Computer, $30.00. Disk includes cooking terms, abbreviations, nutritional snacks, candy bar, and other miscellaneous programs.

MYSTERY SNACK

Identify the following mystery measurements. Check your answer with the teacher's key. When your answers are correct, you are ready to make the MYSTERY SNACK.

2 Tbsp. + 2 tsp. + 1/3 c. = ________ c. margarine

12 Tbsp. + 1/4 c. = ________ c. granulated sugar

3 Tbsp. - 8 tsp. = ________ tsp. vanilla

1 dozen - 10 = ________ eggs

4 - 2 = ________ squares unsweetened chocolate, melted

1 pt. - 1 c. - 8 Tbsp. = ________ c. sifted flour

1 qt. - 1 pt. - 24 Tbsp. = ________ c. walnuts (optional)

Directions: Cream together the first 3 ingredients. Add eggs. Beat well. Blend in chocolate, then stir in flour and nuts. Bake in greased 8x8x2 inch pan at 325 degrees Fahrenheit for 30-35 minutes. Cool. Serve plain or frosted.

Mystery Snack Name ______________________________

Super Sleuths ______________________________

??????????????????????????

FROM: North Dakota Junior High Curriculum Guide.

FOODS AND NUTRITION
LEVEL I

CONCEPT I. KITCHEN SKILLS

SUB CONCEPT I. F. TIME MANAGEMENT

OBJECTIVE I. F. THE STUDENT WILL BE ABLE TO PRACTICE SKILLS RELATING TO GOOD TIME MANAGEMENT AND ORGANIZATION.

LEARNING ACTIVITIES AND RESOURCES

GAME. Write steps for cooking lab or other project on large pieces of paper. Cut them apart and have students arrange the steps in proper order. This game works well to familiarize students with steps of basic food preparation methods such as the steps muffin method. It is an additional way to use repetition of a concept. (Exercise from Wilma Shroeder, Hardin Middle School)

SMALL GROUP. Have students plan own time/work schedule for foods labs.

LAB. Add another dimension to lab exercises by doing time management/cost comparisons. Compare convenience food products with other products made from scratch in foods labs. Compare times to make products with different appliances, ie microwave vs. oven.

SMALL GROUP/BRAINSTORM. Have students brainstorm how to rearrange labs to make them more convenient by saving wasted motions.

TIME EXERCISES. When doing group work, assign tasks to be done within set time limits. Help group organize by having them choose a leader and recorder.

TIME MANAGEMENT STUDY. Write simple tasks on small slips of paper. Have students take turns picking a task out of a hat and performing the task in front of the class (sweeping, setting the table, drying dishes, etc.). While the student performs the task, other students will keep track of the motions involved. When the task is done, students will suggest ways to eliminate excess motions.

RECIPE HUNT. Have students examine recipes which can be prepared in several different ways. Which one takes the least human energy? fuel energy? Or put two recipes on overhead for discussion.

MENU PLANNING. Plan a menu for busy day.

WORK DIVISION. Each kitchen group divides members into jobs of Host/Hostess, Waiter/Waitress, Cook and Assistant. Teacher records assignment on sign-in sheet to keep track of rotation of jobs weekly. Foods worksheet are filled out by lab group showing organization, ingredients needed, final product evaluation.

FURTHER ACTIVITIES

PARENT INVOLVEMENT. Student will discuss with parents ways to organize their home study time.

PARENT INVOLVEMENT--ANALYSIS. Have students analyze their least favorite home task to see how they can make it more tolerable!

PARENT INVOLVEMENT - FOOD PREPARATION. Student will share a "dish for a busy day" with family.

FOODS AND NUTRITION
LEVEL I

CONCEPT I. KITCHEN SKILLS

SUB CONCEPT I. G. COOKING TERMS

OBJECTIVE I. G. THE STUDENT WILL DEFINE COOKING TERMS.

LEARNING ACTIVITIES AND RESOURCES

CROSSWORD PUZZLE. Student will complete crossword puzzle on cooking terms. (See Food Terms Crossword or use Procter Gamble Student Worksheet #4 from Foods Facts for Home or other puzzle) (Food Term Crossword included in this guide)

GAME. Students will play Cooking Charades acting out cooking terms chosen from a list of terms.

GAME. Have students devise their own games or crossword to review cooking terms. Password, Family Feud, Concentration and Jeopardy are examples of games that might be utilized.

CLASS FILE. Keep a index card file of new terms discovered during the quarter. This file can then be used during the review games. Encourage students to bring in new terms they discover them in cookbooks.

WORD OF THE DAY. Write a new term on the blackboard/overhead projector each day (or students might be responsible to bring in a new term). May be a foreign food or technique or strange variety of fruit/vegetable. Samples are welcomed!

GAME. Give students three minutes to list as many cooking terms as possible. This is a good introduction to a discussion on definitions of cooking terms.

FURTHER ACTIVITIES

RESEARCH. Have student research a cooking term to find how it originated.

PARENT INVOLVEMENT - GAME. Have students challenge parents to a foods scrabble game! Only food names or terminology are legal.

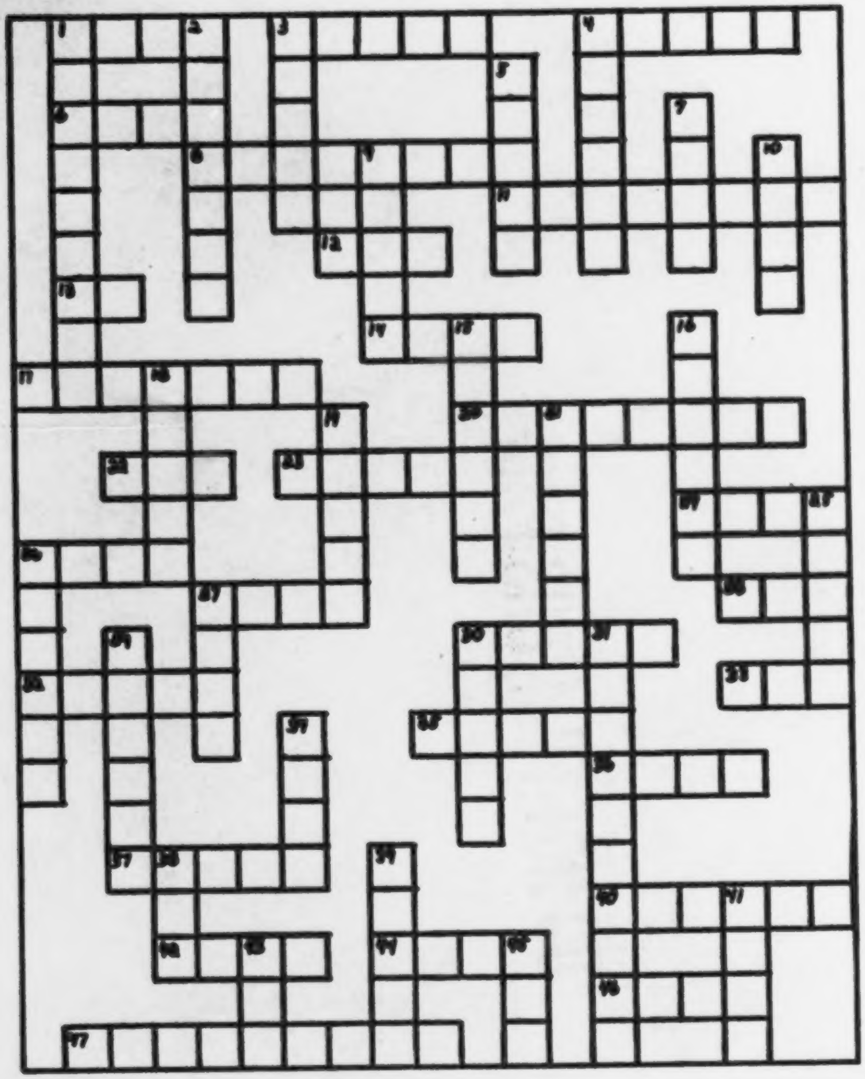
REFERENCES

HANDOUTS/PUZZLES. Proctor Gamble.

THIS WAY

COOKING TERM CROSSWORD

THIS WAY



ACROSS

1. To cut with up and down motion, usually on board.
3. To break or open shells of nuts.
4. A mixture of liquid and dry ingredients stiff enough to knead.
6. To brown surface quickly at high temperature.
8. A drink such as coffee, tea or lemonade.
11. A scalloped dish made with cheese.
12. To preserve food by heating to create a vacuum.
13. The abbreviation for ounce.
14. To mix by lifting ingredients without crushing.
17. To determine quantity of a food.
20. To season by immersing in French dressing or to make tender by immersing in a solution of vinegar, juices and water.
22. Sixteen tablespoons.
23. To work one or more foods until soft by using spoon or other implement, often applied to shortening and sugar.
25. To cook meat in liquid below boiling point.
26. To remove center of apple.
27. To change from solid to liquid state by using heat.
28. An animal or plant product which may be either solid or liquid.
30. Primary source of heat used to cook food in pressure cooker.
32. To separate liquid from food.
33. A glass container in which foods are preserved.
35. To cook directly over or under source of heat.
36. To remove outside covering of fruit or vegetable.
37. To rub against a utensil to tear into small pieces.
40. To cook in small amount of fat in frying pan.
42. To cook in liquid in which large bubbles appear.
44. Milk from which butterfat has been removed.
46. To close securely as in canning or preserving.
47. Whole milk reduced by evaporation with sugar added.

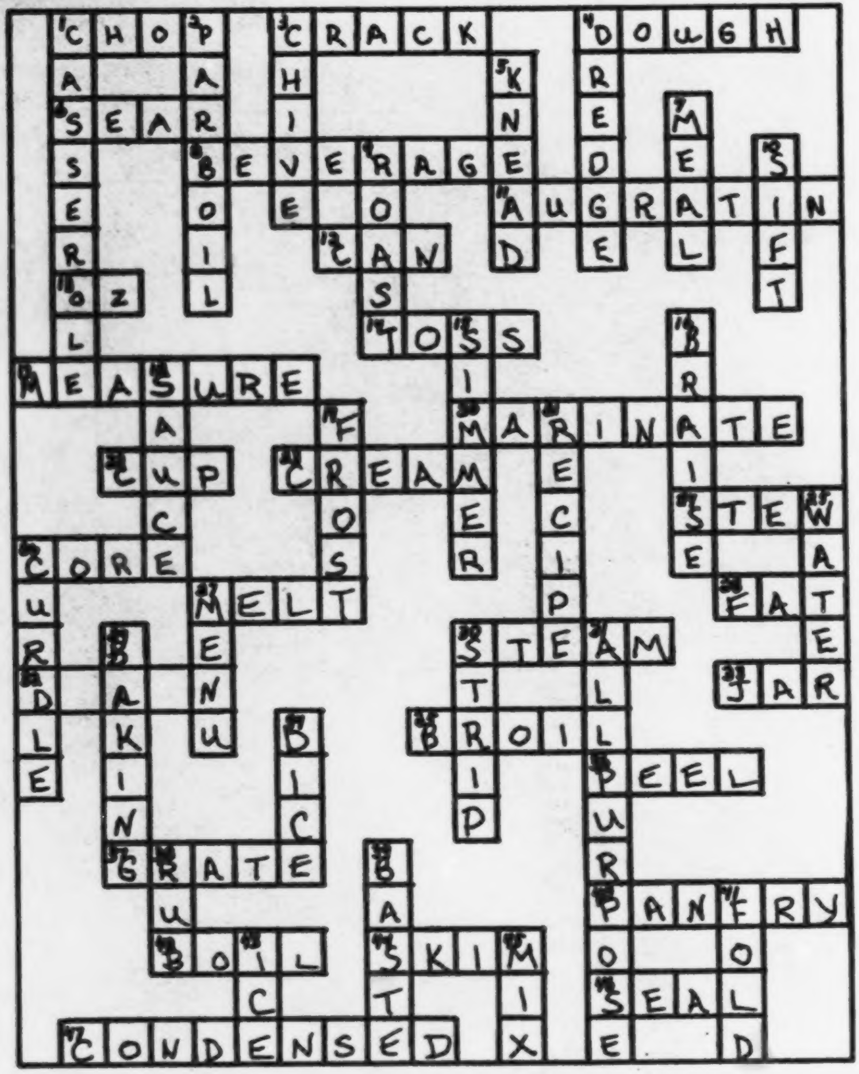
DOWN

1. A combination of foods, usually with a sauce, baked in earthenware, glass or metal dish.
2. To boil until partly done or half done.
3. An herb with long slender leaves.
4. To coat with flour.
5. A method of developing gluten by stretching and folding dough.
7. A breakfast, lunch or dinner.
9. To cook meat in dry heat, as in an oven.
10. To pass through sieve as with flour.
15. To cook slowly just below boiling point on top of stove.
16. To brown in fat, then cook in small amount of liquid in covered utensil.
18. Liquid or semiliquid accompaniment to food.
19. To cover cake or cookies with icing.
21. Directions for mixing foods.
25. Cooking vegetables in covered pan with minimum amount of this liquid preserves nutrients
26. A change in milk in which solids separate from liquid part.
27. A list of foods for a meal.
29. Cooking in oven, as cake or bread.
30. To julienne.
31. Flour that may be used for making wide variety of baked products.
34. To cut food into small cubes.
38. To move or pass over a surface as with garlic clove.
39. To pour liquid over food which is being roasted.
41. To combine ingredients by gently lifting from bottom to top so that air bubbles are preserved.
43. Can be added in place of cold water to make gelatin mixture congeal more rapidly.
45. A general term meaning to combine ingredients.

COOKING TERM CROSSWORD

THIS WA

THIS WAY


CHOP
CRACK
DOUGH
SEAR
BEVERAGE
AUGRATIN
CAN
OZ
TOSS
MEASURE
MARINATE
CUP
CREAM
STEW
CORE
FAT
MELT
STEAM
JAR
BROIL
PEEL
GRATE
PANFRY
BOIL
SKIM
SEAL
CONDENSED
CASSEROLE
PARBOIL
CHIVE
KNEAD
DREDGE
MEAL
SIFT
ROAST
SIMER
BRAISE
SAUCE
FROST
RECIPE
WATER
CURDLE
BAKING
MENU
STRIP
ALLPURPOSE
BICE
RUB
BASTE
ICE
MIX
FOLD

FOODS AND NUTRITION
LEVEL I

CONCEPT I. KITCHEN SKILLS

SUB CONCEPT I. H. RECIPES

OBJECTIVE I. H. THE STUDENT WILL DEMONSTRATE CORRECT USE OF RECIPES.

LEARNING ACTIVITIES AND RESOURCES

PRETEST. Give a pretest/post test on abbreviations.

RECIPE ANALYSIS. Use lab sheet designed by Margaret Johnson, Billings Junior High School to analyze recipes by picking out key words, listing equipment required and safety tips, identifying nutrients present, and planning service. (Included in this guide)

OVERHEAD TRANSPARENCY. Show a "Good" recipe and a "Bad" recipe on the overhead. Have students suggest reasons why good recipe is the better recipe. Make a class list of characteristics of a good recipe.

Hand out a different recipe to each student (or a different recipe to every other student). Have each student critique the recipe and note what is "wrong" with the recipe, then change the recipe to make it a good recipe. Some recipes may need complete rewriting, others may have wrong abbreviations, others may have confusing directions or lack temperature for baking. Still others may be "good" the way they are. Have students pair up with a student with a different recipe to discuss their answers. Hold a final discussion with the whole group.

SMALL GROUP MATH. Give students a case study in which the character needs to adjust the recipe by either dividing or multiplying fractions. For instance, Sue has a cookie recipe that makes 1 dozen cookies, but needs to treat a class of 36.

COMPUTER. Use a computer program to make recipe adjustments.

MISSING INGREDIENT. Bake a cake with a missing ingredient. Have students brainstorm which ingredient was lacking. Discuss the function and varieties of each main ingredient. Have students complete a chart as the ingredients are discussed.

EXPERIMENTS. Complete "science" experiments such as Lemon Fizz, How Cakes Rise, Wheat Germ Pancakes, Balloon Experiment to get to know ingredients--See p. 59, S.M.A.R.T. for references.

OVERHEADS. Discuss overheads "Functions of Ingredients" and "What Happens During Baking" from Proctor Gamble.

MENU________________

____

____

NAME__________________________

PERIOD________DATE__________

TITLE OF RECIPE____

ACTION WORDS/KEY WORDS	AMOUNT & INGREDIENTS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

APPLIANCE(s) or SPECIAL EQUIPMENT NEEDED: ____________________

____

SAFETY TIPS:__________________________________

★ NUTRITIONAL INFORMATION

FOOD GROUPS IN THE RECIPE ________________ ________________

________________ ________________

SPECIFIC NUTRIENTS: (Circle the main one for this recipe &/or fill in the blank)

Carbohydrates, Fats, Proteins, Water, Vitamins:________________________

Minerals:________________________

WHY DO WE NEED THE SPECIFIC NUTRIENT CIRCLED ABOVE?

____

$$

CONSUMER TIP:

$$

★ QUIZ QUESTIONS OR NOTES I WILL NEVER FORGET

1.

2.

3.

4.

5.

##

TABLE SETTING:

SPECIAL SERVING PIECES NEEDED:____

TABLE ETIQUETTE TIP:____

DRAW ONE COVER (PLACE SETTING):

##

FROM: Margaret Johnson, Billings, Montana.

FOLLOW DIRECTIONS. Give students a handout not allowing any questions asking them to follow instructions. The worksheet must be completed within a strict time limit. The sheet should have 20 tasks for them to do--the first task being to "carefully read the complete worksheet before starting." Instruct them to draw circles around words, underline, stand up, say "I am almost finished now", etc. Number 20 should read "Now that you've read all of the tasks, you are finished and do not need to do any of the above. Please sit quietly until the others have finished."

SILENT DAY/MYSTERY LAB. Meet students outside the door with a sheet of instructions which include "Once you are in the classroom, you may not speak. Please follow the instructions on this sheet for your foods lab today." The lab will be a "Silent Mystery Lab" and they will not know until they are finished what they are preparing. (Choose something like brownies). The following day, discuss the problems they encountered following directions, not being able to communicate verbally, etc. How did it affect their efficiency? (Idea from Wilma Schroeder, Hardin Middle School)

REFERENCES

BOOKLET. Which Cake Shall I Serve?, Topic 3 Functions of Ingredients, Proctor and Gamble

SOFTWARE. Potpourri. Computer Software, Clo's Line, Volberg, MT.

FOODS AND NUTRITION
LEVEL I

CONCEPT: II. FOOD PREPARATION SKILLS

SUB CONCEPT II. A. INTRODUCE NUTRITION

OBJECTIVE II. A. THE STUDENT WILL IDENTIFY THE BASIC CONCEPTS OF NUTRITION.

LEARNING ACTIVITIES AND RESOURCES

NUTRITION MAKES A DIFFERENCE
Topic: Nutrition Affects Appearance

SELF-EXAM. List five things about your health and appearance with which you are pleased. List five things with which you are not pleased. Compile a class list for discussion. What things will change with time? (skin problems, underweight, too short). Reach a consensus in class on things that you can control with good nutrition (weight, good health, etc.) and things that you have no control of.

AVERAGES. Study references on average height and weights for your age group. Have girls record their height and weight on a colored slip of paper and boys on a different color paper. Average the class weights and heights for male and female. Compare with national average.

BODY TYPE. What Kind of Morph are You? Discusses inherited body types and importance of maintaining ideal weight for body type.
Food...Your Choice. Science Level 4.

GUEST SPEAKER. Have a dietitian, dentist, dermatologist or other health professional speak on how good nutrition affects health and physical appearance.

NUTRITION MAKES A DIFFERENCE
Topic: Nutrition Can Affect Energy Level

FOOD WHEEL. Represent eating pattern by diagramming meals on a circle graph. Food Your Choice. Home Economics Level 4. National Dairy Council.

WORKSHEET. "My Energy Ups and Downs". Students identify high and low energy periods of day in relation to there eating patterns. (Included in this guide)

SIMILE. Discuss the difference in fuel consumption of car that travels 25-55-75 miles per hour or heating a house to 50, 65, or 75 degrees. How does the example relate to how fast you burn the fuel? Develop a bulletin board on how long it takes to burn off different foods when doing various exercises.

MY ENERGY UPS AND DOWNS

E - 35

Directions: This activity will help you look at your energy levels, and eating times during a 24 hour period.

1. For each hour that you are awake, mark an "X" to describe your energy level. Highest energy levels would be those times in the day when you feel most active or alert. Lowest energy level would be those times when you feel tired or sleepy, bored, and perhaps grouchy and out of sorts. When complete, connect the "X"'s.
2. Mark those times that you ate with "ATE".
3. Mark those times that you slept with "SLEPT".

	A.M.												P.M.											
Time	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Highest Energy																								
Moderate Energy																								
Lowest Energy																								

FROM: North Dakota Junior High Curriculum Guide.

SPORTS. Discuss the affect of one's nutrition on sports. See Nutrition and Fitness Materials developed by NET Programs for bibliography of resources.

MYTH MATS. Use place mats designed for use by U.S. Olympic athletes in Colorado Springs to disband myths such as sugar provides quick energy, don't drink water during competition and give recommendations for athlete. (1-10 sets - $1.80 per set), Swanson Center for Nutrition, Inc, Omaha, Nebraska.

HANDOUT. Write to Safeway for their "Sports Nutrition" pamphlet.

CARROT BURN. Students identify the amount of exercise it would take to burn off their favorite foods. See p. 45-46, S.M.A.R.T.

MAKING WISE FOOD DECISIONS
Topic: Fact Vs. Fiction

TRANSPARENCY. View the transparency "Nutrition News Articles". Identify the facts that are cited which make one article more reliable than the other. (Included in this guide)

SEPARATING WHEAT FROM THE CHAFF ACTIVITY. Investigates effects of modern processing technology. Helps student learn to interpret data to separate fact from fiction and superstition.
Food...Your Choice. Science Level 4, National Dairy Council.

CRITIQUE. Have students read a current magazine article related to nutrition and health. Give a report to the class. Note who wrote the article and what the persons background is. Discuss how to determine whether the information is reliable or not. Use "Judging Nutrition Information" as an evaluation tool. (Included in this guide)

BRAINSTORM. Brainstorm a list of different diets students have tried/heard about. Create a list of guidelines for rating diets and discuss which of the diets may be harmful.

FILMSTRIP. Nutrition: Foods, Fads, Frauds, Facts. 3 part filmstrip with sound, Helps students understand eating habits and promotes good thinking about nutrition. $149 (06740-880), Guidance Associates.

MAKING WISE FOOD DECISIONS
Topic: Factors in Making Wise Food Decisions

FLYING SNACKS, MOOD FOOD, AND OTHER TASTY TIDBITS. Identifies psychological and sociological meanings of different foods.
Food Your Choice. Home Economics Level 4. National Dairy Council.

YOUR BASIC FOUR OMNIVORE. Determine meaning of nutritionally adequate diet and how it can be achieved through wise food choices. Food...Your Choice. Science Level 4, National Dairy Council.

JUST DESSERTS. Students become aware of how peer pressure influences behavior.

Nutrition News Articles
RELIABLE AND UNRELIABLE

Nutrition Study Results Revealed

DALLAS - DR. JOAN SMITH ANNOUNCED FINDINGS OF A RECENT RESEARCH STUDY LAST NIGHT AT A MEETING OF THE TEXAS NUTRITION BOARD. DR. SMITH, A PROFESSOR AT TEXAS STATE COLLEGE, STUDIED EATING HABITS OF 200 COLLEGE FRESHMEN BETWEEN SEPTEMBER 1982 AND MAY 1983. THE RESEARCH WAS TO DETERMINE IF A RELATIONSHIP BETWEEN FOOD HABITS AND ACADEMIC ACHIEVEMENT EXISTS. RESULTS WERE INCONCLUSIVE. HOWEVER, SEVERAL TRENDS WERE NOTED..................

Hollywood Stars Endorse Vitamins

HOLLYWOOD - TEN FAMOUS HOLLYWOOD STARS CLAIMED TODAY THAT THEIR SUCCESS IS DUE TO ATLAS VITAMINS. THESE FABULOUS PILLS WILL GUARANTEE YOUR SUCCESS IF TAKEN WITH ALL MEALS. YOU WILL LOOK AND FEEL 10 YEARS YOUNGER AND 10 TIMES STRONGER. BE SURE TO START TAKING YOUR ATLAS VITAMINS TODAY.

FROM: Texas Curriculum Guide, Texas Tech.

JUDGING NUTRITION INFORMATION

Presented at 1983 FHA-HERO State Peer Education Training Workshop in Illinois

The human body grows, is maintained and functions through the nutrients which are in the foods we eat. Many guidelines, books and pamphlets, as well as health food stores, health spas and nutrition-related programs are constantly being advertised. Much nutrition information is available to us, but not all of it is the appropriate nutrition information. Nutrition quackery and food fads are a booming business. Unfortunately, many people are wasting money and time, and possibly doing harm to themselves through useless gimmicks, fads and misinformation.

Many people are confused by all of the nutrition information they are flooded with. It is difficult for anyone who has not had training or education in nutrition to judge the reliability and validity of nutrition information. In judging nutrition-related information READ, VIEW or LISTEN to your source and CHECK THE PHRASES which describe it. The following guidelines will help you in deciding whether the information is reliable.

BEWARE IF THE AUTHOR, ARTICLE, BOOK, FILM, PROGRAM, OR ADVERTISEMENT....

_____appeals to emotions through fear, is vague, general.

_____criticizes federal regulatory agencies.

_____recommends self-diagnosis.

_____claims that a food, brand-name product, specific nutrient, or diet will cure such conditions as cancer, diabetes, arthritis, fatigue, allergy, etc. Lists symptoms (some of which are common to all people) which are said to be cured by a particular food, product, diet, etc. Promotes or sells product or diet as a "cure-all."

_____uses testimonials and "hear-say" evidence to back claims, uses claims like "doctors say..." Claims are contrary to scientific research and lack carefully controlled studies to provide new evidence.

_____recommends elimination of a food group or a type of nutrient (as carbohydrate) from the diet for the purpose of weight reduction or as a cure.

_____recommends doses of vitamins/minerals greater than the Recommended Dietary Allowances (RDAs).

...continued

RELIABLE SOURCES OF NUTRITION INFORMATION..............................

____will use a logical, unemotional approach.

____will use federal agency, university and related studies to make a point.

____will recommend seeing a doctor rather than self-diagnosis.

____makes no "cure-all" or "miracle" claims for a food, brand-name product, specific nutrient, or diet for diseases or conditions not proven medically to have easy cures.

____supported by research studies which are available to the public in libraries especially studies reported in professional journals.

____will recommend a well-balanced diet (including all four food groups) but in reduced amounts, in addition to exercise, for purposes of weight reduction.

____will recommend only vitamin doses in line with Recommended Daily Allowances (RDAs) except for certain conditions (such as pregnancy, serious illness, or under a doctor's supervision.)

FROM: Illinois FHA-HERO Encounter, Nutrition Peer Education Project.

Food Your Choice. Home Economics Level 4. National Dairy Council.

IN GOOD TASTE. Map out tongues to identify taste centers. Food...Your Choice. Science Level 4.

TONGUE TEASERS. Taste tests for identifying bitter, salty, sweet, and sour tastes. p. 35, Appendix, S.M.A.R.T. Food...Your Choice. Science Level 4.

WIENER WONDERLAND. Identifies how advertizing affects food choices. Food Your Choice. Home Economics Level 4. National Dairy council.

MAKING WISE FOOD DECISIONS

Topic: Choosing Nutritious Snacks

AUDIOTAPE. Play "Junk Food Junkie" recording by Larry Croce, Warner Bros Recording, 1975. Have students make a list of junk food which is mentioned. Arrive at a class definition of junk food. What other foods would be included in this classification?

IN-BASKET. Worksheet "Snack In-Basket", p. 33 Appendix, S.M.A.R.T. had students make decisions on daily snack intake.

SWITCH A SNACK. Have student prepare a snack lab utilizing nutritious substitutes for common snack foods. See "Switch A Snack Worksheet and Recipes". (Included in this guide)

DEMONSTRATION. Demonstrate nutritious snacks. Use this opportunity to discuss reasons they are nutritious, etc. See "A Nutritious Snack Demonstration." (Included in this guide)

COMMERCIALS. Have students create commercials to advertise some nutritional aspect of food. (May be used to promote a snack food they have created).

ACTIVITY - WELCOME TO THE UNCONVENTIONAL SNACK BAR. Evaluates snacks and has students create nutritious snacks. Food Your Choice. Home Economics Level 4. National Dairy Council.

EVALUATION ACTIVITIES

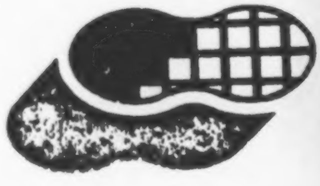
Rate snacks using the Healthy Snack Nutrition Information Sheet and Teacher Snack Evaluation Form.

Switch-a-Snack

1.	Cheese Curls	Switch to	1.	Cheese Puffs
2.	Oreo Cookies	Switch to	2.	Peanut Butter Balls
3.	Reese Peanut Butter Cups	Switch to	3.	Peanut Butter with Cottage Cheese Grated Cheese Applesauce on toast or crackers
4.	Sugar Coated Cereal	Switch to	4.	Miniature Cheese Cakes
5.	Twinkies	Switch to	5.	Honey Oatmeal Chews
6.	Caramels	Switch to	6.	Oatmeal Rocks
7.	Brownies	Switch to	7.	Applewiches
8.	Potato Chips	Switch to	8.	Cheesy Wheats
9.	Jello	Switch to	9.	Banana Instant Pudding
10.	M & M's	Switch to	10.	Frozen Banana Tidbit Snack
11.	Popsicles	Switch to	11.	Strawberry Yogurt
12.	French Onion Dip	Switch to	12.	Favorite Vegetable Dip
13.	Soda pop	Switch to	13.	Jogger's Nog and Purple Cow
14.	Kool-Aid	Switch to	14.	Orange Froth

1. Cheese Puffs

Bake at 350°
2 cups shredded cheddar cheese
1/4 cup butter
1/2 tsp. Worcestershire sauce
1/8 tsp. salt
1 cup of flour W.W.
Combine butter, cheese, Worcestershire sauce, salt. Beat till well blended. Gradually add flour. Mix well. Shape into round ball, place on a cookie sheet. Refrigerate till ready to bake. Bake at 350°, 16-18 minutes, serve warm.



2. Peanut Butter Balls

1 cup peanut butter
1 cup honey (1/2 molasses)
2 cups toasted wheat germ
4 t. powdered milk
Mix all ingredients well, form into balls. Chill and serve. Variation - press between two squares of Wheat Chex.

4. Miniature Cheese Cakes

2 cups graham cracker crumbs
1/2 cup margarine, melted
2 eggs
1/2 cup sugar
1 tsp. vanilla
1 lb. cream cheese, softened
Mix together graham cracker crumbs and margarine. Press into wax paper lined cake pan. Beat together eggs, sugar, vanilla, and cream cheese. Fill pan. Bake at 350° for 8 minutes. Cool. 24 servings.

5. Honey Oatmeal Chews

1/2 cup butter
1/2 cup honey
1/2 cup sugar
1 egg
1 tsp. vanilla
2/3 cup flour
1/2 tsp. baking powder
1/2 tsp. baking soda
1/2 tsp. salt
1 cup coconut
1/2 cup almonds, chopped

In mixer, cream butter, honey, sugar, add egg and vanilla, beat well. Sift together flour, soda, baking powder, and salt. Add to creamed mixture. Stir in oats, coconut, and nuts. Bake at 350° in greased pan (13 x 9) for 20-25 minutes. When cool, cut into 30 bars.

6. Oatmeal Rocks

1 1/2 cups quick oats
1/4 cup milk
1 cup flour
1 tsp. salt
3/4 tsp. baking powder
1/2 tsp. nutmeg
1/2 cup shortening
3/4 cup brown sugar
1 large egg
1 tsp. vanilla
1 cup coconut
1/2 cup chopped nuts

Combine oats and milk, let stand. Sift together flour, salt, baking powder, and nutmeg. Cream shortening, sugar, egg and vanilla well. Blend in flour mixture. Stir in oats, coconut, and walnuts. Mix well. Drop by spoonfuls on greased sheets. Bake above center oven at 400° for 10 minutes or until lightly browned. Let stand, remove and cool. Makes 2 dozen.

7. Applewiches

1 1/2 cups peanut butter
1/3 cup margarine
3/4 cup sugar
3/4 tsp. cinnamon
12 slices toast
12 apple slices
3/4 cup brown sugar (packed)

Mix peanut butter, margarine, sugar, and cinnamon. Spread toast with peanut butter mixture and top with apple slices. Sprinkle with brown sugar. Broil until mixture bubbles, about 3 minutes.

8. Cheesy Wheats

8 cups spoon-size shredded wheat
1 stick margarine (1/2 cup)
4 cups shredded cheese

In large saucepan, melt margarine. Add cheese. When the cheese begins to melt, add shredded wheat. Toss to coat well. Refrigerate if not eaten within an hour or two.

9. Banana Instant Pudding

4 ripe bananas
1 cup of applesauce
1/4 cup peanut butter
1/4 cup honey

Stir till smooth and chill. Sprinkle with cinnamon or wheat germ before serving.

10. Frozen Banana Tidbits Snack

8 large bananas, cut into 1" chunks
1/2 cup honey
3 cups of peanut (chopped to make one cup)
1 cup of wheat germ

Combine peanuts and wheat germ. Dip banana chunks into honey and then into topping. Place onto plate or cookie sheet. Freeze. May just be refrigerated for a few hours if desired.

11. Strawberry Yogurt

3 cups strawberries
1 cup powdered milk
3 cups plain yogurt

Mash strawberries. Beat in powdered milk; add yogurt. Serve in small cups. Bananas or other fresh fruit can be substituted. Makes about 20 servings.

12. Favorite Vegetable Dip

2/3 cup mayonnaise
2/3 cup plain yogurt
1 tsp. dried parsley flakes
1 tsp. dill weed
1/2 tsp. salt
1/8 tsp. garlic powder
1/8 tsp. onion powder
1/8 tsp. celery powder

Combine above ingredients. Cover and chill several hours to blend flavor. Makes 1 1/3 cups.

13. Jogger's Nog

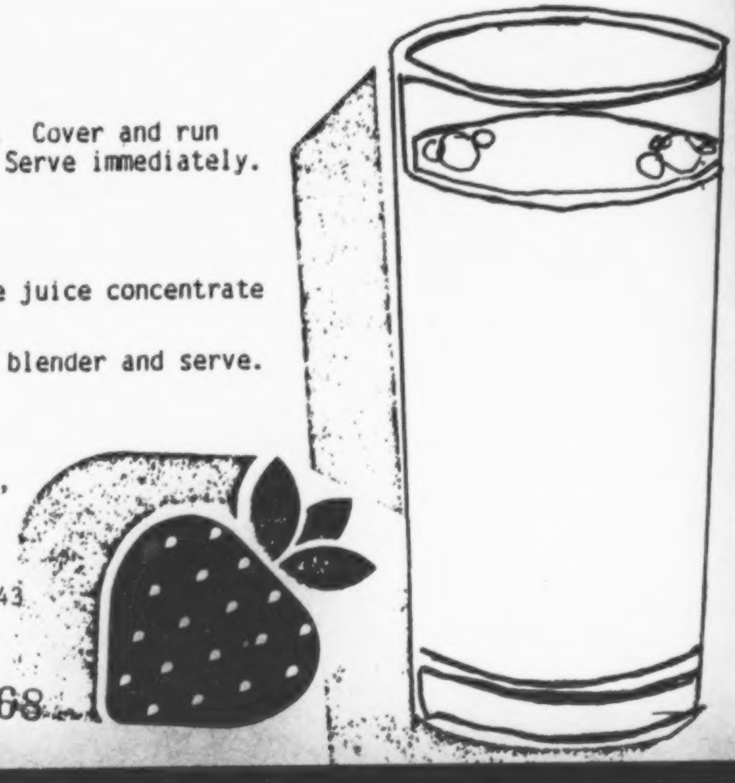
1 1/2 cans of pineapple juice
1/2 can of plain yogurt
1 T. honey
6 ice cubes

Combine ingredients in blender. Cover and run ingredients are well frothed. Serve immediately.

14. Orange Froth

6 cups water
1 (12 oz.) can of frozen orange juice concentrate
2 cups powdered dry milk

Whip ingredients together into blender and serve.



FROM: Illinois FHA-HERO Encounter,
Nutrition Peer Education
Project.

A NUTRITIOUS SNACK DEMONSTRATION

Purpose: To show how to make two nutritious snacks which require no cooking. To discuss the reasons they are nutritious.

Peanut Butter Crunch Spread*

1/4 cup honey
2/3 cup oats (uncooked oatmeal)
1 1/4 cups peanut butter

Mix together with a fork until ingredients are well distributed evenly. Spread on crackers, graham crackers, celery sticks, or apple slices. This is also good to use for a dip with carrot sticks.

Raisins may be added also. This is especially when spread is used to stuff a cored apple. (The apple should have the core removed. Then stuff the remaining hole with the mixture. Wrap the stuffed apple with foil or saran wrap to take in a lunch. If desired, the apple can be sliced before serving.)

Cereal Peanut Butter Bars**

1/2 cup honey
1/2 cup peanut butter
1/2 cup powdered milk
4 cups Rice Krispies
1 teaspoon vanilla

All ingredients must be at room temperature. Pour honey into a bowl. Add the peanut butter and powdered milk. Stir until blended. Stir in the vanilla. Add the Rice Krispies and blend until evenly coated. Press into a 9" by 9" pan. Then cut to desired size.

From Stillman Valley Chapter
Stillman Valley, Illinois

FROM: Illinois FHA-HERO Encounter, Peer Nutrition Project.

SNACK EVALUATION

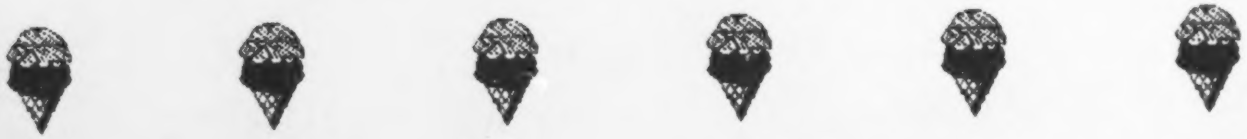
HEALTHY SNACK NUTRITION INFORMATION

1. Write your snack recipe below.

2. What Basic Four Food Groups are represented in this snack?

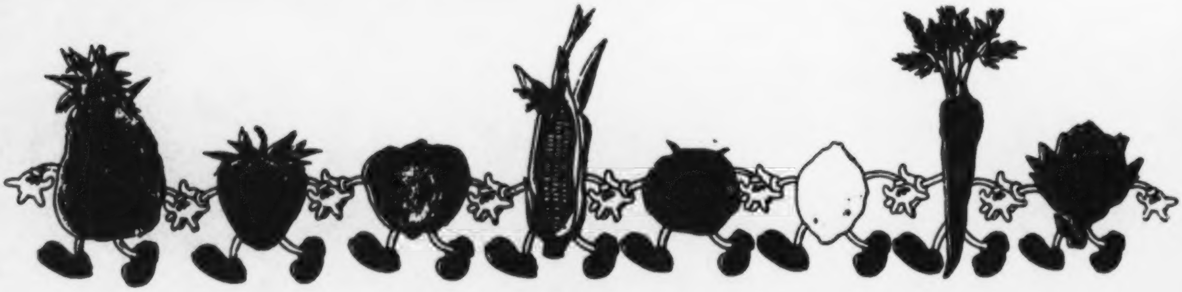
3. This snack is a good source of . . .(circle appropriate answer and list significant ingredient(s) and the amount in one serving next to the nutrient.

PROTEIN	B-VITAMINS
CALCIUM	VITAMIN C
IRON	VITAMIN A



Name of Judge______________________

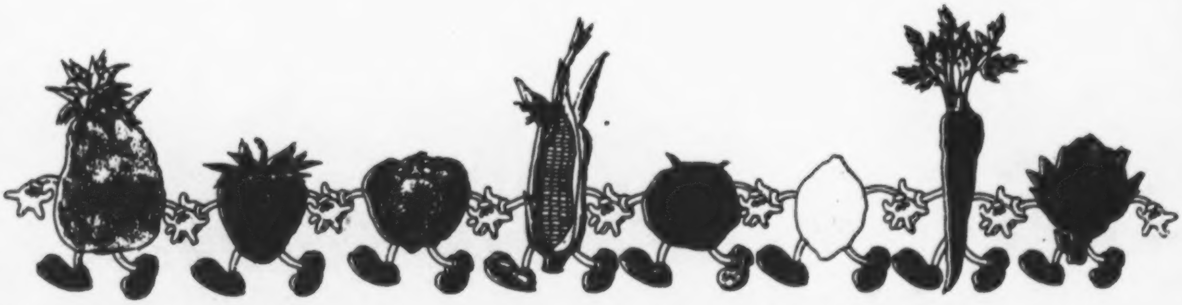
Name of Snack______________________



SNACK EVALUATION

DIRECTIONS: Each student is to fill one of these out for each snack sampled. Circle the number that best represents your feelings.

	DISAGREE	MAYBE	AGREE
1. This snack is very attractive; makes me want to try it.	1	2	3
2. This snack tastes good; I'd like to have some more.	1	2	3
3. I would fix this snack myself at home often.	1	2	3



TEACHER SNACK EVALUATION FORM

SNACK	NUTRIENT DENSITY Rate the snack on the content of the following nutrients (Vitamin A, B, C, and calcium, iron and protein. 6 = 3 or more nutrients, 4 = 2 of the nutrients, 2 = 1 of the nutrients, 0= none of the nutrients.	SUMMARY OF STUDENT SNACK EVALUATION FORMS (Enter average score for each question on the SNACK EVALUATION FORM)			TOTAL SCORE
		Ques.1	Ques. 2	Ques.3	

MAKING WISE FOOD DECISIONS.
Topic: Planning Nutritious Menus.

FAST FOOD. Have students write down their favorite meals from a fast food restaurant. Students calculate calories from each food using nutritional information supplied from the companies. Compare the total calories with their total allotted calories per day. Then have them make selections from the Fast Food Restaurant (Forecast) that would be a more nutritious choice.

DINNER IS SERVED. Plan nutritionally adequate meals for VIPS at the White House. Food Your Choice. Home Economics Level 4. National Dairy Council.

LUNCH BUNCH. Plan school lunch menus which meet government's requirements. Food Your Choice. Home Economics Level 4. National Dairy Council.

DIETARY GUIDELINES
Topic: Eat A Variety of Foods--Basic Four.

EDIBLE TAXONOMY. Students create classification system for mystery food cards and discover basis of 4 food group system and why it is necessary to eat a wide variety of foods. Food...Your Choice. Science Level 4, National Dairy Council.

INCOMPLETE MENUS. Give students different menus which are lacking in one of the food groups. Have them complete the menu with a food that will make them complete. Exchange menus with another student. Discuss.

GAME. Play "I'm Going on a Picnic and taking along . . ." game as each of the food groups are discussed. Modify game for each food group. For example for bread group, students would say "I'm going on a Grain picnic and taking along my whole wheat muffins." Next student repeats sentence and adds a food. This is a good exercise to wind up a class period and it reinforces the basic four food groups. May play game in reverse saying "I'm going on a nutritious picnic and leaving home . . ."

COMPUTER. Food Encounters--A Space Mission for Good Nutrition. A Computer game to teach the basic four. National Dairy Council.

FOOD PROFILE. Let's Hear It For Rutabagas. Students identify favorite foods and classify them into food groups. Discover the importance of eating a wide variety of foods. Includes a glorious food worksheet and food profile worksheet that are good exercises. Food Your Choice. Home Economics Level 4, National Dairy Council.

DIETARY GUIDELINES
Topic: Eat A Variety of Foods--Nutrients

FOOD GROUP KEY. Use Basic 4 Food Group Key to learn food groups, nutrients and standard serving sizes. Match equivalent servings of food sources to the appropriate categories. Colored squares illustrate food groups, most important nutrient and standard food sizes. (Marion Johns, Whitehall Public Schools and Alisa Dighans, Student Teacher) (Included in this guide)

BASIC FOUR FOOD GROUP KEY

Cut out squares of colored paper with the following food groups, nutrients, standards, and food sources printed on them. Put each food group on a different color. Use these squares in different activities to reinforce food group classification and serving size recognition.

Food Group	MEAT	DAIRY	BREAD/CEREAL	FRUIT/VEGETABLE
Serving Size	2-servings	4 servings	4 servings	4 servings
Nutrients	Protein	Calcium	B Vitamins	Vitamin C
	Vitamin B	Phosphorus	Iron	Vitamin A
Standard	3 oz Hamburger Patty	8 oz milk	1 Slice Bread	1 orange or 8 oz juice
Sources	Beef, 3 oz	Cheese, 2 slices	English Muffin, 1	Potato, 1
	Venison, 3 oz	Chocolate milk, 8 oz	Pie Crust, 1 slice	Cauliflower, 1 cup
	Pork chop, 1	Sour cream, 1 cup	French toast, 1 slice	Lettuce, 1 cup
	Peanut Butter, 4 T.	Yogurt, 1 cup	Cookies, 2 average	Juice, 8 oz
	Eggs, 2	Cream cheese, 8 oz	Cake, 1 piece	Green beans, 1/2 cup
	Fish, 3 oz	Cottage cheese, 1 1/2 cup	Toast, 1 slice	Banana, 1
		Ice Cream, 2 cups	Spaghetti, 1 cup	Strawberries 1 cup

From: Alisa Dighans, Submitted by Marion Johns, Whitehall

CHEMICAL WONDERS. Food experiments to analyze for nutrients. Food...Your Choice. Science Level 4, National Dairy Council.

HANDOUT - MY REQUIREMENTS. Have students identify their specific nutrient needs by reading the chart on "How Much Do You Need?" handout. (Included in this guide)

FOOD COMPARISON CARDS. Use comparison cards in comparison exercises, games, and to enhance discussion. Food Your Choice. Home Economics Level 4. National Dairy Council.

ANIMAL EXPERIMENT. Conduct an animal feeding study to analyze effect of diet on health. See Texas Tech, Vol XIX, #2, Winter, 1979, p. 6-8 or "Rat Feeding Experiment". (Included in this guide)

WORKSHEET. Nutrition and Notable Characters worksheet has students identify nutritional deficiencies of nursery rhyme characters. (Included in this guide)

CLASSIFY. Give students a list of foods (or have them write down as many foods as they can think of in 2 minutes.) Then have them put an C by the carbohydrate-containing foods, V by Vitamin foods, P for protein foods, F for fat containing, M for minerals, etc.

TRAPPED. Students reach a consensus on food needs of someone trapped in a fast food restaurant. Find symptoms of nutrient deficiencies. Food Your Choice. Home Economics Level 4. National Dairy Council.

FEEL BAG. Place a food in a brown shopping bag. Have students feel inside and guess the food. Teacher may give nutritional clues such as "contains vitamin C." May have students ask questions until they guess what's in the bag instead of feeling the article.

TOSS A FACT. Arrange students in a circle formation. Crumple a ball of paper and toss to student. Student must "Toss A Fact" about the nutrients, then toss the paper to another student to continue the game.

VOTING. Students vote on nutritional merit of foods by raising 2 hands for excellent rating, 1 hand for good, 1 thumbs down for fair, and 2 thumbs down for poor.

SLOGANS. Hold a nutrition slogan contest and share the results with the whole school by broadcasting a slogan each morning with announcements or posting on a bulletin board in lunchroom.

CHEMICAL TESTS. Chemically test different foods for nutrient content (see page 62, S.M.A.R.T.).

LABEL STRIP TEASE. How to use nutritional labeling.
Food Your Choice. Home Economics Level 4. National Dairy Council.

DOWN THE HATCH. Investigates the digestive system.
Food...Your Choice. Science Level 4, National Dairy Council.

HOW MUCH DO YOU NEED?

DIRECTIONS
To determine your personal nutritional requirements, find your age group on the RDS chart below. Circle the line which gives nutritional requirements for your age group.
Recommended Daily Dietary Allowances, Revised 1980[1], Food and Nutrition Board National Academy of Sciences - National Research Council, Designed for the maintenance of good nutrition of practically all healthy people in the U.S.A.

							Fat-Soluble Vitamins			Water-Soluble Vitamins							Minerals					
	Age (years)	Weight (kg)	(lbs)	Height (cm)	(in)	Protein (g)	Vitamin A (RE)	Vitamin D (µg)	Vitamin E (mg)	Vitamin C (mg)	Thiamin (mg)	Riboflavin (mg)	Niacin (mg)	Vitamin B6 (mg)	Folacin (µg)	Vitamin B12 (ug)	Calcium (mg)	Phosphorus (mg)	Magnesium (mg)	Iron (mg)	Zinc (mg)	Iodine (µg)
Infants	0.0-0.5	6	13	60	24	kg X 2.2	420	10	3	35	0.3	0.4	6	0.3	30	0.5	360	240	50	10	3	40
	0.5-1.0	9	20	71	28	kg X 2.0	400	10	4	35	0.5	0.6	8	0.6	45	1.5	540	360	70	15	5	50
Children	1-3	13	29	90	35	23	400	10	5	45	0.7	0.8	9	0.9	100	2.0	800	800	150	15	10	70
	4-6	20	44	112	44	30	500	10	6	45	0.9	1.0	11	1.3	200	2.5	800	800	200	10	10	90
	7-10	28	62	132	52	34	700	10	7	45	1.2	1.4	16	1.6	300	3.0	800	800	250	10	10	120
Males	11-14	45	99	157	62	45	1000	10	8	50	1.4	1.6	18	1.8	400	3.0	1200	1200	350	18	15	150
	15-18	66	145	176	69	56	1000	10	10	60	1.4	1.7	18	2.0	400	3.0	1200	1200	400	18	15	150
	19-22	70	154	177	70	56	1000	7.5	10	60	1.5	1.7	19	2.2	400	3.0	800	800	350	10	15	150
	23-50	70	154	178	70	56	1000	5	10	60	1.4	1.6	18	2.2	400	3.0	800	800	350	10	15	150
	51+	70	154	178	70	56	1000	5	10	60	1.2	1.4	16	2.2	400	3.0	800	800	350	10	15	150
Females	11-14	46	101	157	62	46	800	10	8	50	1.1	1.3	15	1.8	400	3.0	1200	1200	300	18	15	150
	15-18	55	120	163	64	46	800	10	8	60	1.1	1.3	14	2.0	400	3.0	1200	1200	300	18	15	150
	19-22	55	120	163	64	44	800	7.5	8	60	1.1	1.3	14	2.0	400	3.0	800	800	300	18	15	150
	23-50	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	18	15	150
	51+	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	10	15	150
Pregnant						+30	+200	+5	+2	+20	+0.4	+0.3	+2	+0.6	+400	+1.0	+400	+400	+150	a	+5	+25
Lactating						+20	+400	+5	+3	+40	+0.5	+0.5	+5	+0.5	+100	+1.0	+400	+400	+150	a	+10	+50

[a] Iron Supplement recommended during pregnancy and lactation.
[1] Dairy Council Digest 51 (March-April 1980); p. 8 by the National Dairy Council.

THE RAT FEEDING EXPERIMENT

OBJECTIVE:
To demonstrate to students the value of well-balanced meals, using live rats to help students identify poor diet with poor health and good diet with good health.

METHODS: A. 1. Animal Selection

--Obtain rats from Spartan Laboratories through the Animal Research Facilities at the University of Michigan for 90¢ a piece. The same company will deliver animals to individual schools. (It is preferable to use animals from an animal supply house, rather than from a pet store, since they will reliably provide healthy animals.)

--Choose three week old rats of the same sex, preferably males, since they show more dramatic growth. Litter mates are preferable. (Any other animal may be used--however, the smaller the animal, the more dramatic the growth difference will be.)

--Two rats serve as controls and two are test rats. (Although one per group may be used, there is always a risk of losing that one. Also, two rats per group should be used to demonstrate the idea of using an average value as part of a science experiment.)

--The children submit names in writing and vote on appropriate names for the rats.

2. Housing

--Cages may be made as shown in "Animal Feeding Demonstration," a pamphlet from the National Dairy Council, Chicago, 60606. Or they may be borrowed from a local university if one isn't available in the school.

--Obtain sawdust from any lumber yard, and place it beneath the case so it may be changed daily by the students.

THE RAT EXPERIMENT (CONTINUED)

METHOD (Continued)

3. Diet and Measurement

--Feed the control rats rat-size servings from Basic 4. Serve the two poorly fed rats meat and grain, but substitute a coke for milk, and instead of a fruit or vegetable serve two desserts that are low in nutritive value. After the growth difference is shown (about two weeks), put all rats on Basic Four Diet.

--Assign students to come to the kitchen at lunch time and prepare lunch for the rats.

--In a daily record book, the students record what they feed to each pair each day.

--Weigh the rats when they first come to the room, and weigh them twice a week during the duration of the experiment. (A fairly sensitive, yet sturdy ounce scale is a necessity)

--Students record the weights in a record book, and then average and plot the figures on a large graph (copy enclosed). (Although some students do not have the math skills to average the weights using fractions, they can appreciate the concept of averaging. It is also possible to explain averaging by asking the children to line up--tallest to shortest. If we measure the tallest and shortest children on the line, and add up their heights and divide the total by "2", we arrive at a number that may be considered "average" for this class. It is fun to measure the middle child on the line and compare his height with the "average" we just arrived at.)

4. Sharing the information

--Before the test rats are completely rehabilited, students display the caged rats to other students in the school. (The children will notice that the control rats are still heavier than the test rats.) The students will also display a large graph that records the rats' growth. Another

METHOD (Continued)

poster will contain information about the past diets of the rats.)

P.S.

Anticipated results: Results are fairly dramatic. Often, within two weeks, the rats on the test (inadequate) diet weigh almost 1 1/2 ounces less than those on the control diet. The inadequately fed rats seem to be irritable and tend to snap at the children. Their fur coats are straggly and not smooth.

At the end of the school term, hold a lottery and allow the holder of the winning number to take home the rats.

From: Elementary Nutrition and Food Curriculum Guidelines. Home Economics Section, Division of Vocational Education, Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007. No Date.

NUTRITION AND NOTABLE CHARACTERS

By Valerie M. Chamberlain and Joan Kelly

HERE ARE SOME OLD FRIENDS YOU MAY REMEMBER FROM YOUR CHILDHOOD DAYS. Poor things, they need help. You can come to their rescue by filling in the blanks, giving them some much needed advice about nutrition.

1. Everyone knows that Humpty Dumpty sat on a wall and that he also took a very great fall. But not everyone knows that some of his teeth were knocked out and that his gums didn't heal because he was lacking vitamin ____________

2. Just as Humpty Dumpty fell off the wall, a crooked man went by. The crooked man had just brought a crooked cat which had caught a crooked mouse. Pity them, they all must have had rickets because of insufficient vitamin ____________

3. In a home nearby lived five little pigs. One little pig was going to market, one little pig was staying home, one little pig was having roast beef, and one little pig was having none. The last little pig cried "Wee, wee, wee!" because he knew he needed ________ so that he could grow as big as the other pigs.

4. Three other pigs in the neighborhood were building homes of straw, furze, and brick. The nervous, huffing, puffing wolf who gave them a hard time was doing so because he need pork in his diet to more of the vitamin called ____________

5. Nearby, Jack was making trips up and down the beanstalk to retrieve some of the giants possessions such as the hen that laid the golden eggs. Jack especially treasured those golden eggs because he knew their rich, yellow yolks contained vitamin ________ that he and his mother needed.

6. In the distant meadow, Little Boy Blue should have been looking after his sheep, but instead he was under the haystack fast asleep. Perhaps Boy Blue couldn't stay awake because he was suffering from anemia due to insufficient ____________.

7. Walking through the woods, Little Red Riding Hood could be seen on her way to grandmother's house. In the basket of food she was bringing her grandmother, there were several oranges. Red Riding Hood's mother, who packed the oranges in the basket, knew these were a good source of vitamin ___________, which grandmother needed every day.

8. Next door to grandmother's house, Little Tommy Tucker was singing for his supper. He usually had white bread and butter. Let's hope his bread was enriched with the B-complex vitamins, thiamin, riboflavin, and ________.

9. In the same town, Cinderella lived with her three stepsisters. Cinderella spent most of her days working inside the dark, dingy house. Because she seldom had the opportunity to get outside in the sunshine and since her stepmother did not buy fortified milk, Cinderella was probably lacking sufficient vitamin __________.

10. On a tuffet near Cinderella's house, Little Miss Muffet sat eating her curds and whey. It's unfortunate that a spider frightened her away because, like all growing girls, she needed __________ from milk that day.

11. The hill behind Ms. Muffet's house was the scene of a tragic accident. Jack had fallen down and broken his crown, and Jill had come tumbling after. Both Jack and Jill were severely cut. Let's hope they had been eating foods with sufficient vitamin _______ so their blood would clot quickly.

12. Jack and Jill were fortunate to live in Old Mother Hubbard's house. When she went to the cupboard she usually found it bare. There was not a single serving in her cupboard from any of the ____________ Groups.

13. Goldilocks knew it would be useless to go into Mother Hubbard's house. Instead, she made a visit to the home of the three bears who had gone out and left their porridge to cook. After eating the little, small, wee bear's porridge, Goldilocks knew that she had eaten one of her four servings from the __________ Group for that day.

14. Even Goldilocks knew that Jack Sprat and his wife had terrible table manners because they licked their plates clean. It was well known that Jack would eat no fat and his wife would eat no learn. Therefore, it can be seen that only Jack was getting enough protein from the _____________ Group each day.

15. Little Jack Horner sat in a corner of Sprat's house and when he had eaten a plum proudly said, "What a good boy am I." He knew he had just had one of his four servings from the __________ Group for that day.

16. The pretty maid, who was friend of Little Jack Horner's was walking down the road when she met a handsome stranger who asked, "What is your father, my pretty maid?" She replied that her father was a dairy farmer who helped provide the town's people with their daily requirement from the ________ Group.

17. The pretty maid's father often employed the butcher, the baker, and the candlestick maker to churn the butter. They worked very hard to provide the townspeople with this form of ___________ which helped to make their foods more appealing. As they churned, they often hummed "Rub-a-dub dub, three men in a tub."

18. The Queen of Hearts used some of this butter to make her tarts. When baking, she frequently supplied her goodies, and eventually became as round as her tarts. She would be wise to begin to limit her ____________ as she could lose weight and fit into her favorite dress again, the one she planned to wear to the fair.

19. One of the Queen's subjects was Simple SImon who met a pieman going to the fair. Said Simple Simon to the pieman, "Let me taste your ware." The pieman replied, "My pies are full of energy and contain lots of starches and sugar. These are forms of _____________ which give you energy to enjoy the fair."

20. Polly put the kettle on to make her friends some tea. She knew this would contribute to the eight glasses of __________ or its equivalent that they should have every day. However, Sukey took the kettle off and told Polly, "Your friends have gone away. They've gone into town to help Humpty Dumpty put himself together again.

(FROM Forecast, September 1973)

VIDEO. 3-2-1 CONTACT Food and Fuel. Video or Sound filmstrip to explore basic nutritional needs and the principles behind them. $149 (27000-880). Guidance Associates.

DIETARY GUIDELINES
Topic: Maintain Desireable Weight

ARE YOU UNBALANCED? Explores relationship between caloric intake, energy expenditure and body weight. Food Your Choice. Home Economics Level 4. National Dairy Council.

HELPFUL TIPS WHEN HELPING YOURSELF. Students estimate food servings and relate to caloric consumption. Food Your Choice. Home Economics Level 4. National Dairy Council.

HOW MANY CALORIES DO YOU NEED? Complete worksheet which calculates how many calories are consumed per day based on exercise expenditure. Then have students keep a food diary for 1-3 days and analyze their diet with a computer program (see references). Answer the following questions in relation to their diary. What is the approximate number of calories needed to maintain your body weight? How many calories did you consume in one day? List the three highest and three lowest calorie items in your daily diet. What empty calorie foods did you eat? What changes in your diet could you make so that the calories and foods consumed more closely match your calorie and nutrient needs?

PROMISE ANYTHING... BUT MAKE ME LOSE WEIGHT. Evaluates weight reduction diet plans and adjusts diets to meet guidelines.

FAT TEST. Have students measure their right upper arm, right forearm, and waist. Then read the "Constant Chart" in You--A Guide to Food, Exercise & Nutrition from National Dairy Council to determine an estimation of body fat.

HANDOUTS. See reference list for places to write for information.

DIETARY GUIDELINES
Topic: Avoid Too Much Fat, Saturated Fat, and Cholesterol

ANATOMY OF A MILKSHAKE. Explores question are there fattening foods. Discusses relationship of calories and energy.

IDENTIFY. Identify foods high in saturated fat and cholesterol.
Make a chart students can utilize at home in selection of foods they eat.

SURVEY. Survey local restaurants to see how many low-fat foods are on the menu.

HANDOUTS. Write to the Montana Heart Association for information on heart healthy diets.

LABELS. Have students bring in labels from different fat products. Identify which are high in saturated fats.

NAME____________________

HOUR____________________

HOW MANY CALORIES DO YOU NEED?

How many calories should you consume in one day? It depends. If you're a 13 year-old who plays sports and runs 2 miles a day, and you've grown 4 inches in the last 6 months, you might need 4000 to 6000 calories a day. But if you haven't grown in a year, and if your favorite hobbies are reading and playing video games, about 2000 calories a day is probably all you need.

How do you know how much is enough for you? Figure how many calories you spend on each of the following activities. Add the total.

Number of hours sleeping _____ x (80-100 cal/hr)= _____cal.

Number of hours in school _____ x (100-120 cal/hr)=_____cal.

Number of hours being active (walking, work around home)_____ x (250-350 cal/hr)=_____cal.

Number of hours being VERY active (sports, dance, playing hard) _____ x (350-500 cal/hr)=_____cal.

Number of hours of quiet time (watching TV, studying, listening to music) _____ x (80-100 cal/hr) =_____cal.

24 HOURS TOTAL

Estimated TOTAL for day _____calories

This provides a rough idea of individual calorie needs for exercise.

ADAPTED FROM: Fit It All Together: Food & Fitness Choices for You. Published by National 4-H Council.

READ. Read information on the relationship of saturated facts and cholesterol with heart disease. Some information is available from Mazola Oil Company.

FILM. Dietary Fat and Heart Disease (MVSC-0306). 11 min film on roles played by fats and cholesterol in the body and differences between saturated and unsaturated fatty acids. Gives tips on preventing heart disease. Purchase 85., Rent 10.50, Part of Foodsense from Penn State Audiovisual Service, University Park, PA.

DIETARY GUIDELINES
Topic: Eat Foods with Adequate Fiber.

DEMONSTRATION. Show how fiber assists peristalsis by filling a sock with different items showing how difficult it is is to move a flat object (sheet of paper) versus something that touches the sides of the stocking.

WORKSHEETS. Use materials from Quaker Oats such as The Great American Fiber Basket poster and worksheets to identify benefits and sources of fiber.

LAB. Prepare high fiber foods as whole wheat quick breads, granola bars, etc. Recipe leaflets are available from Quaker Oats and other food manufacturers/distributers.

SMORGASBORD. Prepare a smorgasbord of different high fiber breads. Students can develop their own recipes (use whole grain cookbooks).

INTERDISCIPLINARY UNIT. Incorporate fiber lesson and other dietary cancer guidelines into an interdisciplinary unit cancer. Information is available from American Cancer Society (1-800-4-CANCER)

DIETARY GUIDELINES
Topic: Avoid Too Much Sugar.

GUESSING. Have students guess how much the average American eats in candy per year (20 pounds), cans of pop per year (over 300 cans), and gum chewed per year (200 sticks).

CALORIES, CHOLESTEROL, SUCROSE, AND SODIUM: Friends or Foes? Find out beneficial and harmful effects of consuming calories, cholesterol, sodium and sucrose. Analyze snacks. Food...Your Choice. Science Level 4.

SUGAR TEST. Use "Tes-Tape" used by diabetics to test for the presence of glucose in their urine to indicate the presence of simple sugar. Test tape changes from yellow to a dark green when glucose is present.

SODA POP TEACHING KIT. Ask students to estimate how much sugar is in a can of orange soda. Make a can of soda by adding 8 teaspoons of sugar into a glass of club soda. Ask volunteers to taste the product at this stage. Then read the label from a can of orange soda. Mix yellow and red food coloring to obtain the orange color. Add orange artificial flavoring to soda. Stir well and hand out small cups for samples. Conduct a discussion on empty calories and food additives.

CEREAL COMPARISON. Have students bring in cereal boxes. Compare the sugar and sodium contents of each. Make a chart of the most nutritious cereals and make a display for whole school.

DIETARY GUIDELINES

Topic: Avoid Too Much Sodium

EYE OPENER. Give each student a paper plate and pass around a salt shaker. Have them visualize a plate of french fries on their plates and have them salt as if they were about to eat the fries. Then have them weigh out the amount of sodium on their plates and compare it to the recommended amounts. (Wilma Shroeder, Hardin Jr. High)

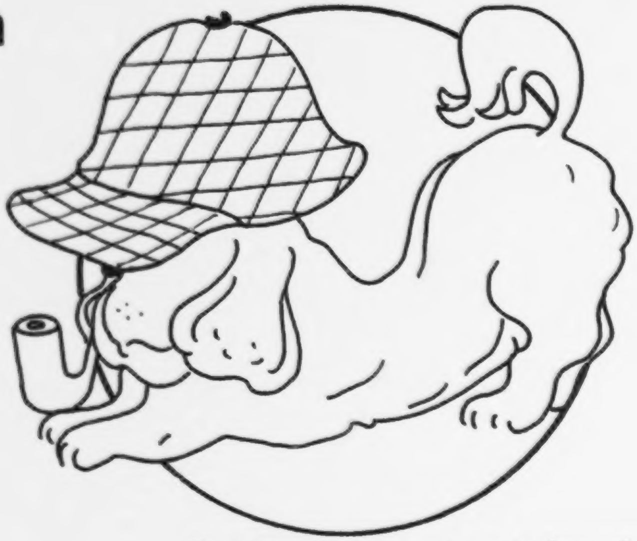
SNIFFING OUT SODIUM. Identify sodium in foods. (Included in this guide)

The GREAT SODIUM SHAKEUP. From the Case of the Hidden Sodium by Quaker Oats Company. An activity that explains some of the sodium compounds that may be added to foods.

Additives: Do they Add or Subtract? Muffin without leavening to demonstrate importance of additives. Food Your Choice. Home Economics Level 4. National Dairy Council.

TASTE TESTS. Sample foods from recipes that are low or lacking in sodium.

Sniffing Out Sodium



Food	Sodium Content (mg)
Apple Pie	406
Brownie With Nuts	126
Catsup	177
Cheddar Cheese	119
Chicken Noodle Soup	955
Corn	236
Devil's Food Cake With Chocolate Icing	118
Egg	61
Frankfurter	627
Fudge (Chocolate)	86
Ice Cream	75
Margarine	138
Milk (Whole)	138
1 Olive (Green)	168
Peanut Butter	177
Pickle	1922

Assume all foods consist of one standard serving

FROM: Texas Curriculum Guide, Texas Tech. Original Source Unknown.

DIETARY GUIDELINES

Topic: Drink alcohol only in moderation.

MOUSE MAZE. Conduct experiment on the effects of alcohol by running a mouse through a maze and chart running times. Inject alcohol (.5 cc or 40% ethyl alcohol) into the mouse and observe and record effects.

Hold a Mocktail Party. Have students concoct non-alcoholic drinks and have a tasting party. Analyze for nutritional quality. Hold a "Drink-Off" for most nutritious drink.

READ. Read Alcohol vs. Nutritional Status, Forecast, Nov/Dec 1985, p. 43-47. Anna Smith.

FURTHER ACTIVITIES

PARENT INVOLVEMENT - CONTRACT. Have parents and students sign a Personal Nutrition Contract where specific goal for nutrition is set along with a realistic date for achievement and specific plan for implementation. A goal might be to eat breakfast each morning, eat more vegetables, drink milk, eat nutritious snacks.

PARENT INVOLVEMENT - SNACK. Have student create a nutritious snack for a younger brother/sister, other family member or friend. Complete an evaluation form. See The Nibbler, The Snacking Generation from National Dairy Council for ideas. (A copy of these pamphlets are available for loan from Cost Foods, a learning module available in every county extension office.

COOKBOOK. Adapt recipes for reduced sugar and sodium and additional fiber. Make a class cookbook of tested recipes.

FHA INVOLVEMENT. Develop an FHA Newsletter. Have students write informative articles on nutrition, nutritious snack recipes, etc.

FHA INVOLVEMENT. Develop an FHA Peer Encounter Project. See Illinois FHA-HERO Encounter Nutrition Peer Education Project for ideas on how students can educate peers and other groups about nutrition.

EVALUATION ACTIVITIES

CLASSIFY. Basic Four Classification - Give students an "envelope" with sections labeled MEAT, FRUITS AND VEGETABLES, MILK, and BREAD AND CEREAL. Give each students a variety of food squares (small pictures of different foods). Students sort the foods into the appropriate groups. (Included in this guide)

THE CONTRACT

[redacted]

I, ______________________________, in order to ____________________
(Your Name)

____
(Goal)

promise myself that I will ____
(action you promise to take)

This contract will be fulfilled on __________________________________.
(Date)

Witnessed by _____________________________________, who promises to
(signature of friend)

contact me on _______________________, so that we can celebrate the
(date, before due date)

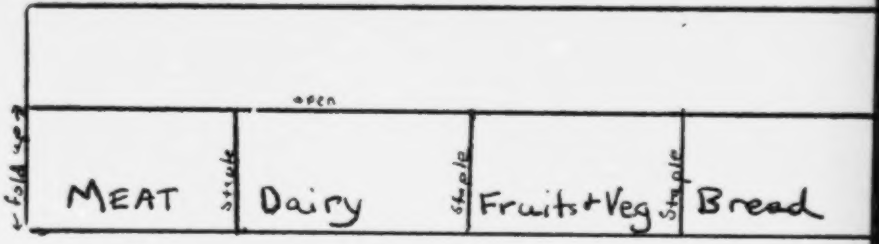
the completion of this contract on _________________________________.
(date, after due date)

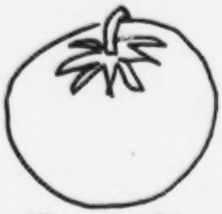
____
(Date)

____
(Your Signature)

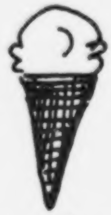
Make an envelope with sections marked for each food group. Cut the food squares apart and have students sort into appropriate section of envelope.

BASIC FOUR CLASSIFICATION

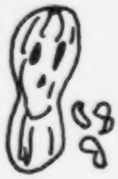

open
← fold up
MEAT
staple
Dairy
staple
Fruits+Veg
staple
Bread



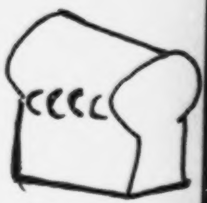
TOMATO



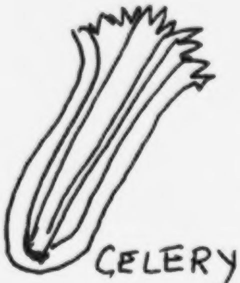
ICE CREAM



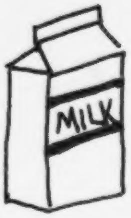
PEANUTS

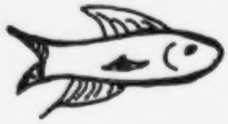


BREAD

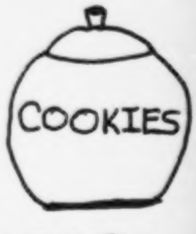


CELERY

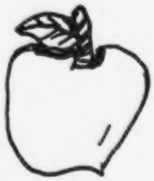




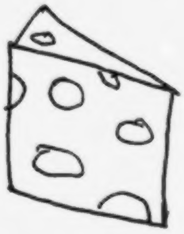
FISH



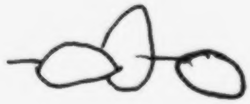
OATMEAL COOKI



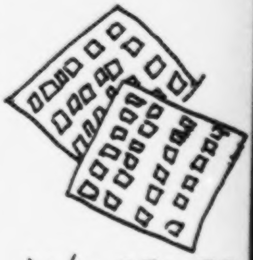
APPLE



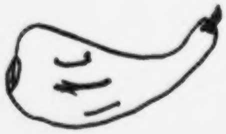
CHEESE



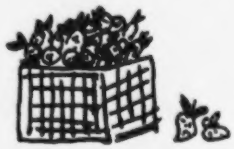
EGGS



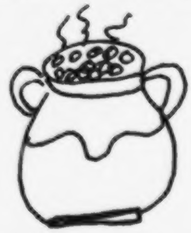
WAFFLES



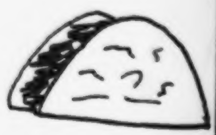
YELLOW SQUASH



STRAWBERRIES



BAKED BEANS



TACO

ADDITIONAL ACTIVITIES FOR NUTRITION

To Tell the Truth - Have students study the lives of nutrition experts and food faddism For instance, one student would study the life of Graham. Three students in the class would try to decide which student had really studied his life. (A good resource for faddists would be New Nuts Among the Berries; See Resources).

Tracking Contradictions - See pattern in Appendix. Develop a set of question cards. Print answers on back. If the player answers correctly, he advances one space.

Quacks In Sacks - Make a display of new products and their claims (appropriate for your group to judge). Have the class choose the "Quacks" and cover them with sacks.

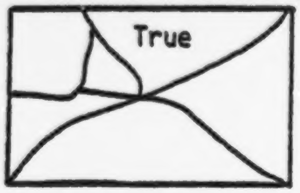
The Medicine Man - 1) Obtain old advertisements or old medicine bottles with claims on the label. Have students take turns trying to sell the products. 2) Put nutritious food (or pictures) in some bottles. Have students try to "sell" them. (Use factual information.)

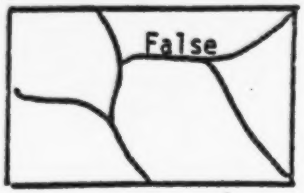
Golden Fleece Awards - Have students nominate products for Nutritional Golden Fleece Awards (like Senator Proxmire's awards). Investigate and evaluate the products.

Exploding the Myths - Fill balloons with slips of paper with one nutrition fallacy writtn on each. Mount balloons on a board. Prepare a board with correct nutrition statements written. Have students take turns "exploding" fallacies and match to correct true statements.

The Jig Is Up! - Prepare two puzzles. On one, write a factual statement on each piece. On the other puzzle write untrue statements. Have students sort true from untrue statements and then put each puzzle together. Design puzzles so they will only fit together if TRUE and UNTRUE are sorted correctly.

Each puzzle piece has a TRUE statement.





Each puzzle piece has an UNTRUE statement.

Mystery Labels - Hand out labels with the name of the food missing. Identify the food by the ingredients.

Jeopardy and a Nutrition Bowl make good review games

Ask the Expert - for a nutrition fair. Ask a real nutrition expert to be available to answer questions at a "Question Booth". For a class, compile a list of questions and ask an expert to answer them in class.

Consumer's Quiz - Display paired items. What is the best buy? Example: grape juice versus grapedrink.

Athletes Beware! - Make a display of nutrition products available for athletes. Critique these products.

What's Your Score? Athletes are common targets of food faddists. Use a True-False questionnaire (or light-up board) to highlight common misconceptions of Nutrition for Athletes.

Check the Label! - Have class study labeling - study what information should be on labels. Have students prepare labels with a mistake or two in them. (Sale price higher than regular, "no starch" spaghetti, etc.) See if other students can spot what's wrong.

Advertising: Do You Believe Everything You Read? - (from Kid's Stuff)

FROM: Illinois FHA-HERO Encounter, Nutrition Peer Education Project

REFERENCES.

PAMPHLETS. Dietary Guidelines for Americans
Materials on the Use of the Dietary Guidelines
Home and Garden Bulletin NO. 232
Human Nutrition Information Service

NUTRITION MATERIALS. Procter & Gamble

NUTRITION EDUCATION MATERIALS, National Dairy Council

NEWSLETTER, PAMPHLETS. Safeway Nutrition Awareness Program. Foods Unlimited Newsletter and other informational pamphlets are available. Aug/Sept 1985 edition has Nutritional Lunch and Snack Ideas for Children.

BOOK. The No-Nonsense Guide to Food & Nutrition, Marion McGill, Orrea Pye, Glencoe Publishing. Handbook of nutrition information. ($7.50) Glencoe Publishing

SOFTWARE. The Learning Seed has the following:

Understanding Food Labels. Apple, TRS-80, IBM Software to teach ingredient listing, what is on a label, how to analyze nutritional labels, and tests student knowledge of labels. ($49.00)

What Did You Eat Yesterday, Software for Apple & IBM. 900 food database to analyze student diets for calories, vitamins, fat, protein, sodium and other nutrients. ($49, $59 with MenuCalc)

Menucalc. Software for Apple & TRS 80 to aid in menu planning.

WeightCalc. Software for Apple, TRS, IBM. Six interactive programs teach basics of how food, fat, and activity relate to weight and fitness. ($49)

Fatjack. Software for Apple to teach what foods are high in dietary fats. ($49.00)

Snackmonster. Software for apple, Trs-80, IBM. Program simulates real life snack choices; winner is the player with the lowest calorie count after selecting between meal treats.

Fast Food MicroGuide. Software for Apple, TRS-80, IBM to illustrate nutritional analysis of fast food meals. ($49.00)

SOFTWARE. Dietitian. Diet analysis program woth 700 food database. Dietware, Spring, Texas 77373.

SOFTWARE. Nutrition and the Four Food Groups. Orange Juice Software Systems. 135.

SOFTWARE. Salty Dog. Role of sodium in the diet. 27.95. Home Economics School Service., SOFTWARE. Munchies--making informed snack choices. 34,95. Home Economics School Service.

SOFTWARE. Digestion Simulator. 49.00. Home Economics School Service.

SOFTWARE. Classroom Potpourri includes Candy Bar Nutritious Snacks, Recipe Juggle, Recipe Abbreviations, Cooking Terms; Classroom Potpourri II includes Nutrition Review, Substitutions, Recipe Measure Up, Recipe Review; classroom Potpouri 3 includes Cookies, Know you Label, Pots and Pans, Meats, Metrics. Clo's Line, Clo Wiltze, Volberg, MT.

SOFTWARE. "Eat Smart" diet analysis program from Pillsbury Company.

SOFTWARE. Food Facts, Software to test cereal products for sugar content. MECC

BOOK. Your Nutrition, Lynn Blinn, South-Western Publishing Co., Palo Alto, California, 1983.

BOOK. The World of Nutrition, Margaret McWilliams and Holley Heller, Lexington, Massachusetts, Ginn and Company, 1984.
Teachers guide contains 112 worksheets on nutrition.

WORKBOOK. The New Nutrition: Student's Guide. Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock Texas 79409. Series of student activities related to Dietary Guidelines. Excellent resource book!

BOOK. Intermediate Science Unit, J. Weston Walch, Portland, ME 04104, 1979. Contains science experiments related to nutrition.

FILMSTRIP. Fast Food. Filmstrip. Tour of fast food franchise in search of the balanced meal. ($36.00) Learning Seed.

FILMSTRIPS. Snacks: The Food You Hate to Love. Two Filmstrips which give tips for alternative nutritional snacks. ($69.00).
Learning Seed.

FILM. Balance, Balance, Balance. Modern Talking Picture Service, free loan. 14 min., color. Humorous approach to physical fitness and eating habits. Modern Talking Picture Service

FILMSTRIPS. Food for Life: The Basic Four. Tupperware Home Parties Educational Services, purchase. Four filmstrips: The Milk Group, the Vegetable and Fruit Group; the Meat Group and Bread and Cereal Group.

FILMSTRIPS. Nutrition for Young People: You are What you Eat, 6 Part Filmstrip, explains why we need different foods for good health and describes eating habits as a pattern of behavior based on social, cultural, economic, physiological, ecological and chemical factors, ($209, 06778-800) Guidance Associates.

VIDEO. Powerhouse: What Have You Got to Lose? Video showing teenager trying fad diet regiment. $169, Guidance Associates.

VIDEO. Weight Watcher's Magazine Guide to a Healthy Lifestyle, Video hosted by Lynn Redgrave giving dieting tips and recipes, exercise, etc., $59, Guidance Associates.

VIDEO. 3-2-1 CONTACT Food and Fuel, 5 Part Sound Filmstrips, explores nutritional needs and principles behind them, $149, Guidance Associates.

FILMSTRIP. Food and Cancer Prevention. Learning Seed. 1986. Home Economics School Service, 155.00.

FILM. How a Hamburger Turns into You. Perennial Education, Inc., purchase or rental. 20 min., color. Digestion and absorption, food metabolism and protein.

FILM. Diet: Health and Disease. Discusses heart disease, cancer, diabetes, and hypertension and their relation to diet. 115.00. Human Relations Media, Home Economics School Service.

FILM. Food, Energy and You. Perennial Education, Inc., purchase or rental. 21 min. color. Information on digestion, food metabolism, and protein.

FILMSTRIP. The Great Food Show. Kraft Foods. 15 min., color. Humorous approach to Basic Four and balanced-meal planning.

KIT. A Growing Story: Nutrition and Career Education Kit. Kraft Foods, purchase. Explores nutrition and its effects on one's future. Kraft Foods.

FILM. Nutrition Is. . . West Glen Films, free loan. 25 min., color. Kit

FILMSTRIP. Your Food: Chance or Choice? National Dairy Council, purchase. Filmstrip, color, with record or cassette, and teachers guide. Includes information on food groups and habits, meal planning, and snacks.

FILM. Why Doesn't Cathy Eat Breakfast? National Dairy Council, purchase, 3 min., color film, with teachers' guide. Breakfast, food selection, meal patterns.

SLIDES. Breakfast and the Bright Life. U.S. Department of Agriculture/Photography Division, purchase. Sixty slides, cassette. Breakfast and food habits.

FILMSTRIP. The Increasing Importance of Grain Foods. Cereal Institute, Inc., free. Thirty-nine frames. Color, cassette and guide.

FILM. More than A Breakfast Cereal. Modern Talking Picture Service, free loan. 10 min., color. Shows a variety of interesting, flavorful dishes. Stresses basic cooking skills.

FILMSTRIP. Bread on the Table. Roman Meal CO., free loan. 28 min., color. Includes teachers guide, poster, booklets, and brochure. Role of wheat and bread in human nutrition.

FILMSTRIP. Newtrition 7. Summarizes seven dietary guidelines. Polished Apple 1981. Home Economics School Service.

POSTERS. Nutritional Information Posters. Set of 7: Sugar Scoreboard, Anti-Cancer Eating Guide, Nutrition Scoreboard Poster, Chemical Cuisine New American Eating Guide, Socium Scoreboard, The Lifesaver Fat and Calorie Guide. 3.05/ea or 26.25/set. Home Econpmics School Service.

GUIDE. Choose Well, Be Well. A Curriculum Guide for Junior High School. 8.00. Home Economics School Service.

GUIDE. Exercise Equivalents of Foods: A practical Guide for the Overweight. Frank Konishi, Carbondale, IL: Southern Illinois University Press, 1975.

TRANSPARENCIES. Nutrition Basics--set of 20 transparencies. 67.50. Home Economics School Service.

CHARTS. Digesting Our Food, Life Size digestion system, 6.50. Home Economics School Service.

MODEL. Digestive System Model--plastic model with teachers guide. 58.00. Home Economics School Service.

FDA PAMPHLET. A Primer on Vitamins #FDA 75-2003

BOOK. Food Values of Portions Commonly Used. Church, Charles F. and Helen N. Church. 12th ed. Philadelphia, PA: Lippincott, 1975.

BOOK. Word Games in Nutrition. Reproducible word games--26 spirit masters. Weston Walch, Publisher.

GAME. The Balance Game. Folder opens up into a board game utilizing Basic Four Food groups. Chiquita Brands, Inc.

GAME. Nutro's Nutrition Decoder. This game emphasizes the benefits and sources of nutrients: ROCHE Vitamin-Nutrition Service, Hoffmann-LaRoche Inc.

ACTIVITY. Nutrient Density A New Way to Look at Food, National Livestock and Meat Board

BIBLIOGRAPHY. Listing of recommended Nutrition Education materials,"Adolescent Nutrition", "Sports Nutrition", $1.00/each. Listing of Computer Nutrition Software with description and purchase information, $12.00. Pathfinders or bibliographies on current topics such as Anorexia, Dietary Fat and Heart Disease, Diet and Cancer, etc are available at 2.00/topic. Penn State Nutrition Center, University Park, PA.

TESTS. Knowledge Test in Nutrition for Home Economics, 7-9, $5.00. Penn State Nutrition Center, University Park, PA.

DISPLAY KITS on sodium, added sugar, and quick weight loss include educational objective, 22 x 28" poster, information cards, and factsheets to assemble for attractive public or classroom displays. $7.00/display. Penn State Nutrition Center, University Park, PA.

CURRICULUM. Nutrition in a Changing World - A Curriculum for Home Economics (7-9). Karin Rosander, Lily Hsu O-Connell, Carol Byrd-Bredbenner and Idamarie Laquatra, $30.00. Penn State Nutrition Center, University Park, PA.

ACTIVITIES KIT. Nutrition Curriculum Activities Kit, Level I (Grades 5-8). Paul Bell, Carol Byrd-Bredbenner, etc. Topics include School Lunch, The Good Goodies, Athletes Diet, Food Labewls (20 total). Materials adaptable to 9-12. Cost: 24.95, plus postage. Center for Applied Research in Education, Inc. Div. of Prentice Hall, West Nyack, MY 10995.

COOKBOOKS. Cookbooks on Low Salt, Low Fat, and Low calorie cooking. Better Homes and Gardens Books, Retail Marketing, Des Moines, Iowa. Special Home Ec prices!

FILMSTRIPS. Extension Service Filmstrips Series on 13 different nutrition topics. Career Aids, $20/each.

KIT. Nutrition Kit. 2 Filmstrips and cassettes and other activities on Sugar, Junk Food, Diet Analysis, Nutrient Rating and Dietary Goals. Career Aids, Kit/$69.00.

CONCEPT II. FOOD PREPARATION SKILLS

SUB CONCEPT II. B. FOOD PREPARATION

OBJECTIVE II. B. PREPARE A VARIETY OF FOODS USING BASIC TECHNIQUES.

LEARNING ACTIVITIES AND RESOURCES

Topic: Meats

HANDOUTS. Use information booklets from Montana Beef Council, National Livestock Board and Montana Cowbelles such as "Basics About Beef" and "Ground Beef." The Montana Porkettes and National Pork Producers Council also provide free information.

MAIN DISH/LUNCHEON LAB. Prepare simple meat dishes such as taco salad, pizza, spaghetti.

EGG. Prepare variety of egg dishes. Discuss protein and economics of using eggs in meals as well as cholesterol guidelines for their use.

SLIDES. Use Incredible Egg slides and other educational materials from the Egg Board.

GUEST SPEAKER. Invite a chef from a local restaurant to demonstrate omelette making.

SANDWICH LAB/BRAINSTORM. Discuss alternatives to meat sandwiches. Brainstorm how to vary basic sandwich fillings of cream cheese, tuna, and peanut butter. (Examples: nuts, bananas, apples, eggs, bacon, olives, etc.) Would these ingredients increase the nutritional contribution of the sandwich filling? The cost?

DISCUSSION. Discuss food safety principles in regard to sandwich fillings, how to safely store and wrap.

DEMONSTRATION. Demonstrate various ways to cut and serve sandwiches. (May be combined with party lesson)

Topic: Fruits and Vegetables
SALADS

WORD GAME. Have students come up with different ways salads may be used in meals. Then give them 3 minutes to list as many salads in each category as they can think of. Are some salads appropriate for more than one category?

BUFFET. Plan a salad buffet for special guests. Serve salads from each category.

DEMONSTRATION. Demonstrate various types of garnishes.

SURPRISE INGREDIENT. Participate in lab where ingredients are things on hand which need to be used. Create the most nutritious and attractive sandwich, salad, or snack using the "Surprise Ingredient".

TASTE TEST. Sample new and exciting fruits and vegetables.

LAB. Serve a common fruit in an uncommon way--sauteed bananas, orang-onion salad for instance.

Topic: Breads & Cereals

FIRST LAB. Prepare a Giant Chocolate Chip Cookie as the first foods lab. Encourages cooperation and promotes unity of group. (Kathy Ziebarth, Livingston)

CONTESTS. Encourage students to enter contests such as the Fleischmann Yeast Contest, Cowbelles Cookoff, or Florida Citrus. Watch for announcements in Forecast and other women's magazines.

GIFT PACKAGES. Save cookies from foods labs where different types of cookies have been prepared. Package them in small plastic bags and handout on special holiday to rest of students in school. Great PR! (Wilma Schroeder)

INTERNATIONAL COOKIES. Have students prepare fancy international cookies and package for special gifts to school board members, advisory council, administration, etc. NOTE: "International Cookie Unit" works better than a "Christmas Cookie unit" as it is not seasonal and is appropriate for all religious groups. (Wilma Schroeder, Hardin)

POPCORN LAB. Make variations of popcorn. This is an economical lab and illustrates a nutritious snack food. Can be part of a candy lab and can also incorporate into a lab on salt substitutes. (Cathy Ziebarth, Livingston High School). Examples of popcorn variation are Jello Popcorn Balls (Recipe in Jello Cookbook -Wilma Schroeder, Hardin Junior High), cheese, and caramel corn.

QUICK BREADS LAB. Show Betty Crocker filmstrip on quick breads. Prepare different types of quick breads and variations. Incorporate high fiber concepts into lesson. See references for listing of high fiber recipe books/booklets.

BREAKFAST LAB. Plan enticing breakfast menus that would encourage the non-breakfast eater to eat breakfast--ie. quick breakfasts, etc.

Topic: Dairy Products

LAB. Work in groups to prepare beverages. Prepare beverages using various methods, ie. iced tea using steeping method, instant and sun tea, hot chocolate using instant hot chocolate, homemade mix, recipe. Have students make comparisons on time required for preparation, cost per serving and flavor. Discuss the nutrient/calorie contribution of beverages to the diet.

LAB. Have students prepare different beverages to supplement other lab foods. Analyze beverages for nutritional quality, calories, and cost.

TASTE TEST different varieties of cheeses.

CHEESE LAB. Make a decorative arrangement of cheese/crackers for party.

PARTY/SPEECH. Plan a party completing a party planning sheet. Use "Party Planning Principles" from Morton Salt Company, Chicago, ILL for discussing parts of a party. Have students present plans to give practice in public speaking. (Kathy Pelton, Absarokee Schools)

Other Food Preparation Labs: (Some of these are discussed in relation to other objectives)
  Small Appliance Demonstrations and Labs
  Microwave Oven Demonstration and Labs
  Snack Labs
  Picnic Foods

ACTIVITIES TO INVOLVE PARENTS

HOME FOODS LAB. Have students prepare different foods at home and bring a note signed by parent and/or sample of food. A sample of a home food project sheet follows (Omelet Home Lab, Debbie Sullivan, Great Falls Junior High) (Included in this guide)

EVALUATION

LAB GRADING FORM. (Kathy Pelton, Absarokee Public Schools)
(Included in this guide)

INDIVIDUAL STUDENT LAB GRADING FORM (Debbie Sullivan, Great Falls) (Included in this guide)

REFERENCES

FILMSTRIP. Biscuits, Plain and Fancy. General Mills Film Center, free loan or purchase.

FILMSTRIP. Muffin Making. General Mills Film Center. free loan or purchase.

SLIDES/INFORMATION PAMPHLETS. The Incredible Edible Egg. American Egg Board, purchase. Filmstrip kit includes cassette, teaching guide, and poster. Great variety of information pamphlets and recipe leaflets are available. Write for catalog Northwest Egg Producers.

RECIPE BOOK. The Quaker Oats Wholegrain Cookbook and Food, Fiber, & Fitness, The Quaker Oats Company, Chicago, Ill.

RECIPE BOOK. Cooking With Whole Grains, Better Homes and Gardens, Des

LAB EVALUATION

NAMES ________________

UNIT # ________________

PERIOD ________________

DATE ________________

LAB ________________

** 0 - 1 point possible **

	Points
1. Proper planning	
2. Supply table	
3. Personal habits	
4. Efficiency & convenience	
5. Group cooperation	
6. Kitchen safety	
7. Table setting & manners	
8. Cleanliness of unit	
9. Use of time	
10. Product	
Total Points	

Comments on taste of food: ________________

Other comments: ________________

LAB EVALUATION

NAMES ________________

UNIT # ________________

PERIOD ________________

DATE ________________

LAB ________________

** 0 - 1 point possible **

	Points
1. Proper planning	
2. Supply table	
3. Personal habits	
4. Efficiency & convenience	
5. Group cooperation	
6. Kitchen safety	
7. Table setting & manners	
8. Cleanliness of unit	
9. Use of time	
10. Product	
Total Points	

Comments on taste of food: ________________

Other comments: ________________

LAB EVALUATION SHEET

PREPARATION - market orders - recipes - materials needed						
ORGANIZATION - ingredients assembled - equipment needed - on time, ready to go						
EFFICIENCY - method of work - clean as work - stay in own area						
PARTICIPATION & ATTITUDE - co-operation - enthusiasm - care of food & equipment						
NEATNESS & HYGIENE - hands, hair - clothing - no tasting of products						
CLEAN UP - dishes--washed, dried, put away - counters cleaned - sink and stove cleaned - towels & wash cloths put away - everything in proper place - all food stored properly - tables washed up - spills cleaned up						
TOTAL						

Name ________________
Period ________________
Date ________________

OMELET HOME PROJECT

Duties - Be sure to fill in completely.

1. ______________________________
2. Assemble needed equipment. LIST EQUIPMENT.

____

____

____

3. Gather ingredients. LIST AMOUNTS (include fillings).

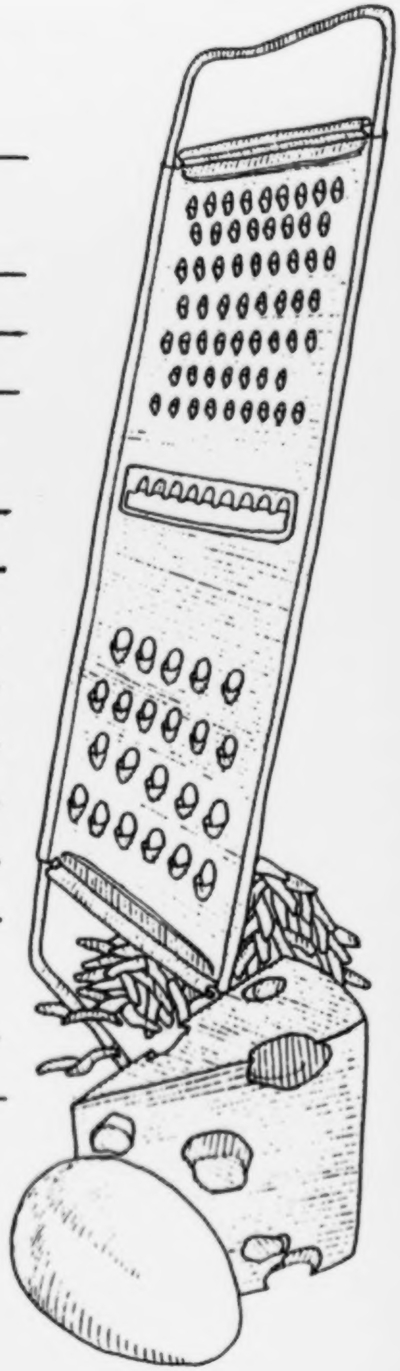
____

____

____

____

4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. Add fillings.
9. ______________________________
10. Serve attractively. ________________



LAB GRADE			4	3	2	1
1. Duty Schedule:	A.	Filled in jobs, equipment and ingredients needed				
2. Measuring:	A.	Correct equipment used				
3. Omelet:	A.	Appearance				
	B.	Flavor				
4. Table Setting:	A.	Attractive				
	B.	Correct procedures used				
5. Clean up:	A.	Ingredients and equipment clean and put away				
	B.	Spotless				

GRADE = /40 POINTS

COMMENTS:

Parent's Signature Date

FROM: DEBBIE SULLIVAN, North Junior High, Great Falls.

Moines, Iowa: Meredith Corp, 1984. $4.95 (Company does give educational discounts.

RECIPE BOOK. The Occident & King Midas Whole Grain Bake Book, Minneapolis, MN.

RECIPE BOOKS. Healthy Kids Cookbook, Cookies for Kids, Kids Lunches, Kids Party Book, Kids Snacks, The Junior Cookbook, Microwave Cooking for Kids, Hamburger, Brown Baggers, Beginners Cookbook, and many more!. Better Homes & Gardens, Des Moines, Iowa: Meredith Corp, 1984. School discounts available.

FOODS AND NUTRITION

CONCEPT II. FOOD PREPARATION SKILLS

SUBCONCEPT II. C. SERVICE

OBJECTIVE II.C. THE STUDENT WILL DEMONSTRATE MEAL SERVICE, VARIATIONS.

LEARNING ACTIVITIES AND RESOURCES

DIAGRAM. Diagram table settings for meals requiring different dishes/utensils.

MYSTERY MESSAGE. Have students complete the Mealtime Manners and Table Setting Quiz to find the mystery message. This type of quiz can be utilized for other topics and makes grading a cinch!

CASE STUDIES. Discuss different situations involving table manners and determine the best way to handle problem situations.

ROLE PLAY eating out at a restaurant.

SERVICE. Utilize different types of meal service during labs, ie salad buffet, family style breakfast, etc.

COMPUTER. Use Classroom Potpourri software to teach table settings.

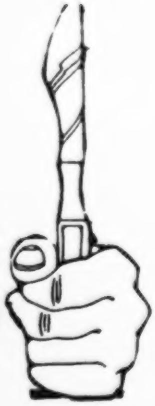
EVALUATION

IDENTIFY what is wrong with different sketches of table settings.

REFERENCES

FILMSTRIP. Shine When You Dine. Franklin Clay Films, purchase. Two filmstrips with cassettes; Manners and Table Settings.

SOFTWARE. Classroom Potpourri. Clo's Line, Volberg, MT.



MEALTIME MANNERS AND TABLE SETTINGS

Below are true and false questions about table setting and mealtime manners. If the answer to the statement is true, circle the letter in the true column. If the statement is false, mark the letter in the false column. When you are finished, the letters should spell a mystery message. Print the mystery message in the space provided at the end of the test.

TRUE	FALSE		
P	O	1.	If a knife is not needed for the meal do not place it on the table.
B	R	2.	The water glass is placed above the center of the plate.
C	A	3.	The salad plate goes on the right.
C	D	4.	Plates are removed from the left with the left hand.
T	E	5.	Pass food to the right.
O	I	6.	Use a spoon to eat peas.
C	T	7.	Use a fork to eat mashed potatoes.
M	E	8.	When cutting meat, cut it all at once.
G	F	9.	Dip the soup spoon away from you.
O	H	10.	Don't begin eating until everyone is seated.
J	O	11.	When refusing food say "No, I'm too full."
K	D	12.	Blow your soup to cool it.
M	I	13.	Don't talk with your mouth full.
A	E	14.	Don't talk about unpleasant things at the table.
R	N	15.	The salad fork is always placed to the left of the dinner fork.
T	N	16.	A goblet is what a turkey does.
E	S	17.	The cup and saucer are placed on the right.
U	R	18.	Be sure to clean your plate by mopping it with a piece of bread.
S	W	19.	Always have clean hands and fingernails when you are eating.

THE MYSTERY MESSAGE IS:

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FOODS AND NUTRITION
LEVEL 1

CONCEPT III. FOODS & NUTRITION CAREERS

OBJECTIVE III. THE STUDENT WILL NAME A VARIETY OF CAREERS RELATED TO FOOD AND NUTRITION.

LEARNING ACTIVITIES AND RESOURCES

GAME. Construct a class list of jobs related to the food industry. Put each job name on a 3 x 5" card. Shuffle cards and have the teacher put a card on each student's back. Circulate among classmates and exchange questions and answers for clues to your job identify. As soon as you have determined what your job is, be seated. NOTE: Set a time limit for playing this game.

BRAINSTORM. Identify qualities needed for various foods careers, ie. honesty, dependability, creativeness, etc.

SURVEY. Survey community for job opportunities in food service. What jobs are available for entry level employees? Other levels?

INTEREST SURVEY. Invite counselor to administer an interest-survey to the class. Discuss the results in terms of jobs in the foods industry.

BRAINSTORM. Write on board as many food related positions as possible. Then challenge the class to identify at least one position that would be compatible with the following occupational interest areas (From N.J. Secondary Consumer & Homemaking Curriculum Guide)

1. Enjoys working with people.
2. Enjoys working out of doors.
3. Enjoys doing things for people.
4. Enjoy working with children.
5. Enjoys working with materials.
6. Enjoys organizing information.
7. Enjoys working with machines.
8. Enjoys working with numbers.
9. Enjoys scientific research.

Use the above list of positions to identify the amount of formal education needed for each position.

GUEST SPEAKERS. Invite different types of food personnel to talk to class during the quarter. For example, a chef to give food demonstrations, a dietitian to discuss a nutrition topic, food manager to discuss time management skills, food demonstrator/home economics to demonstrate small appliances, etc. Have them include some discussion on their job, education and other special requirements, what they like about their job, what they don't like about their job, job opportunities in the community and state, where to look for jobs, etc.

NOTEBOOK. Keep a notebook on careers in home economics. Develop an outline to follow to keep writeups similar.

EVALUATION ACTIVITIES

Self-evaluation: Identify one personal characteristic that would influence the type of job the student would be satisfied with and write a paragraph on how this characteristic would influence job choice.

FURTHER ACTIVITIES

FHA INVOLVEMENT. CAREER DAY. Sponsor a career day for school and invite guest speakers from a variety of professions. Have students complete a worksheet, answering questions such as salary range for a certain career, special talents required, education level, etc.

JOB BOARD. Have members keep a bulletin board on job opportunities for students in their community.

JOB LISTS. Have members maintain a listing of employable students for such jobs as catering, baking, waitressing parties, etc.

FIELD TRIP. Take field trips to view different food jobs such as restaurant, hospital, bakery, fast food chain, food processing plant, food research lab, etc.

REFERENCES

Careers in Foods and Nutrition. 1 filmstrip with cassette (10 minutes). Views careers such as chef, caterer, store manager, food scientist, dietitian, clerk, waiter, fast foods cashier.) $47.25) Glencoe Publishing Company

Careers in the Food Industry. 4 Filmstrips with cassettes (8 min/filmstrip). Product Development, Nutrition, Dietetics and Consumer Affairs, Commercial Food Service, Getting from Here to There. ($145.35) Glencoe Publishing Company

Consumer Education Pamphlets: A Library of 1200 Free and Inexpensive Sources. Shaffer, Dale. Salem, OH: Dale E. Shaffer, 1976.

Educators Guide to Free Guidance Material, Saterstrom, Mary et al., eds. 17th revised edition. Randolph, WI: Educators Progress Service, Inc., 1978.

Focus on Careers: Selected from Recent Issues of the Journal of Home Economics and AHEA Action. Washington, DC: AHEA, 1977.

FOODS AND NUTRITION REFERENCE ADDRESS LIST

Abbott. Public Affairs, Dept 383, Abbott Park, ILL 60064 (Send self addressed stamped envelope for vitamin information)

Americam Cyanamid Co., Lederle Public Affairs, One Cyanamid Plaza, Wayne, NJ 07470 (Nutrition Quackery Information)

American Dietetic Association, 620 N. Michigan Avenue, Chicago, IL 60611

American Cancer Society, 1-800-4-CANCER

American Medical Association, 535 N. Dearborn, Street, Chicago, IL 60610

Arm and Hammer Division, Church and Dwight Company, P.O. Box 7648
Princeton, NJ 08540

BASE Home Economics Curriculum, Blankenship, Martha, Home Economics Education, West Virginia, ERIC 222646.

Better Homes and Gardens, Retail Marketing Department, P.O. Box 132, Des Moines, Iowa 50381-0132

Center for Applied Research in Education, Div. of Prentice-Hall, West Nyack, New York 10995

CSPI-PD, 1501 16th St., NW, Washington, DC 20036 (Nutrition Action Newsletter - 19.95/yr membership)

Cereal Institute, Inc., 1111 Plaza Drive, Schaumburg, IL 60195

Clo's Line, Volberg, MT

Consumer Education Pamphlets, Dale E. Shaffer, Salem, OH

Corning Glass Works, Consumer Information Dept E-1, 400 Creekside Dr., Tonawanda, NY 14150

CPC International, Guide to Fats and Oils, P.O. Box 8000, International Plains, Englewood Cliffs, N.J. 07632

Dietware, P.O. Box 503, Spring, Texas 77373

Educators Guide to Free Guidance Material, Educators Progress Service, Inc., Randolph, WI

Franklin Clay Films, P.O. Box MA 2303, Costa Mesa, CA 92628-1303

General Mills Film Center, 9200 Wayzata Blvd., Minneapolis, Minnesota

General Foods Corporation, 250 North Street, White Plains, NY 10625

Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173

Glencoe Publishing Co., Bennett & McKnight, 15319 Chatsworth St.
Mission Hills, CA 91345

Green Giant Company, Hazeltine Gaates, Chaska, Mn 55318

Guidance Associates, Communicatioms Park, Mount Kisco, New York, NY 10549-0900

Home Economics School Service, 10,000 Culver Boulevard, Room 8, P.O. Box 802, Culver City, CA 90232-0802

Home Economics Instructional Resource Center, Texas Tech University, Box 4067, Lubbock, Texas 79409

Human Nutrition Information Service, U.S. Department of Agriculture, Room 325 A Federal Bldg, Hyattsville, MY 20782

Individualized Learning Systems, Continuing Education, Publications, Extension Hall Annex, Corvallis, OR 91331

Kellogg Company, Public Affairs Department, 235 Porter Street, Battle Creek, MI 49016

Kraft Foods, 500 N. Peshtigo Court, Chicago, IL 60690

Learning Seed, 330 Telser Road, Lake Zurich, IL 600470

MECC, 3490 Lexington Ave. N, St. Paul, MNN 55112

Media Services, Dept AH Cornell University, 412 Roberts Hall, Ithaca, N.Y. 14853

Modern Talking Picture Service, 2323 New Hyde Park Road
New Hyde Park, NY 11040

Montana Porkettes, Marla Drga, Box 860, Big Sandy, MT 59520

Montana Beef Council, P.O. Box 1679, Helena, MT

Montana Heart Association, Professional Building, 510 First Avenue North, Great Falls, MT 59401

Montana Cowbelles, Mrs. Lester Wessel, Box 79, Sheridan, MT 59749

Montana Cooperative Extension Service, Montana State University, Bozeman, Montana 59717

Morton Salt Company, Consumer Affairs Dept., 110 N. Wacher Drive, Chicago, IL 606-1555

N.J. Secondary Consumer & Homemaking Curriculum Guide, State of New Jersey Department of Education, Vocational-Technical, Curriculum Laboratory, Rutgers-The State University
Building 4103-Kilmer Campus, New Brunswick, New Jersey

National Dairy Council, 12450 North Washington. Thornton, CO 80233

National Pork Producers Council, 4715 Grand Ave, Des Moines, Iowa 50312

National Live Stock and Meat Board, Nutrition Research, Department, 444 N. Michigan Avenue, Chicago, IL 60611

National Softdrink Association, Consumer Affairs, 1101 16th Street N.W., Washington, D.C. 20036 (Consumers Guide and Soft drink ingredients)

Northwest Egg Producers, P.O. Box 1038, Olympia, Washington 98507

Nutrition and Fitness Materials, U.S. Dept of Agriculture
Food and Nutrition Information Center, National Agricultural Library, Washington, D.C. (301-344-3719)

Occident & King Midas--Peavy Company, Recipe Books, P.O. Box 22146, Minneapolis, MN 55402

Orange Juice, 222 S. Washington Ave., New Richmond, WI 54017

Oster Corporation, 5055 North Lydell, Milwaukee, WI 53217

Penn State Nutrition Center, Benedict House, University Park, PA 16802, (814)-865-6323

Perennial Education, Inc., 1825 Willow Road, Northfield, IL 60093

Proctor Gamble, P.O. Box 599, Cincinnati, Ohio 45201

Quaker Oats, Consumer Services Department, The Quaker Oats Company, Merchandise Mart, Chicago, ILL 60654

Renne Library, Montana State University, Bozeman, MT 59717

Roman Meal Co., Pet, Inc., 400-T S 4th St., P.O. 392, St. Louis, MO

ROCHE Vitamin-Nutrition Service, Hoffmann-LaRoche Inc.
Nutley, N.J. 07110

Safeway Nutrition Awareness Program, Cherryl Bell, Safeway Stores, Incorporated, 430-A Jackson St., Oakland, CA 94660.

Salt Institute, 206 N. Washington St, Alexandria, VA 22314

S.M.A.R.T. (Science and Math Resources for Teaching Home Economics written by Marjorie Levine, 1986) Angelina Parsons, Home Economics Department, Montana State University Bozeman, MT 59717

South-Western Publishing Co., 5101 Madison Road, Cincinnati, Ohio 45227 or 6185 Industrial Way, Livermore CA 94550 (1-800-227-8429)

Southern Illinois University Press, Carbondale, IL

Sunbeam Appliance Company, Home Economics Department, 2001 South York Road, Oak Brook, ILL 60521

Swanson Center For Nutrition, 8401 West Dodge Rd, Room 101, Omaha, Nebraska 68114

The Will Rogers Institute, 785 Mamaroneck Ave.
White Plains, NY 10605

Tupperware Home Parties, Educational Service Department, P.O. Box 2353, Orlando, FL 32802

USDA Consumer Marketing Svc., Washington, DC 0250

USDA, Food Safety and Inspection Service, Consumer Information Center, Pueblo, CO

Vitamin Information Bureau, Inc., 664 N. Michigan Ave., Chicago, IL 60611

J. Weston Walch, Publisher, P.O. Box 658, Portland, ME 04104-0658

West Glen Films, 565 Fifth Ave., New York, NY 10017

Wheat Flour Institute, 1776 F Street NW, Washington, DC 20006

HOUSING
and
HOME
FURNISHINGS

HOUSING AND HOME FURNISHINGS
LEVEL I

COMPETENCIES:
- I. Examine influences on housing.
- II. Develop personal living space.
- III. Summarize careers related to housing and home furnishings.

CONCEPTS	OBJECTIVES
I. Influences on Housing	I. Influences on Housing The student will:
A. Historical Development 1. Available housing materials. 2. Technology	A. Explore the historical influence on housing.
B. Geographical 1. Topography 2. Climate	B. Explore the geographical influence on housing.
C. Basic Human Needs 1. Physical a. protection from the environment b. space for activities c. safety 2. Psychosocial a. personal space b. social space c. work space	C. Describe how housing meets basic human physical and psychosocial needs.
D. Life Style 1. Values 2. Interests 3. Economics	D. Relate values, interest, and economics to life style and housing.
II. Personal Living Space	II. Personal Living Space The student will:
A. Home Furnishings 1. Interior furnishings 2. Low cost decorating Ideas 3. Accessories	A. Relate living space to use of furnishings, accessories, and low cost decorating ideas.
B. Floor Plans 1. Traffic Patterns 2. Storage 3. Furniture Arrangements	B. Identify traffic patterns, storage, and furniture arrangements in a floor plan.
C. Home Care & Maintenance	C. State principles of home care and maintenance and techniques.
III. Housing & Home Furnishings	III. Housing & Home Furnishings The student will:
A. List careers related to housing and home furnishings	A. List careers related to housing and home furnishings.

HOUSING AND HOME FURNISHINGS
LEVEL I

CONCEPT I. INFLUENCES ON HOUSING

CONCEPT I. A. HISTORICAL DEVELOPMENT

OBJECTIVE I. A. THE STUDENT WILL EXPLORE THE HISTORICAL INFLUENCE ON HOUSING.

LEARNING ACTIVITIES AND RESOURCES

AUDIOVISUALS. Collect pictures of historical housing. Use overhead project, slides, or other visuals to present different architectural features.

COLLAGE. Create an exhibit or collage showing the variety of dwellings found in the local area. Use photographs, newspaper clippings, real estate ads, brochures, street maps, or drawings of students' homes.

ROLE PLAY. Have students pretend to be visitors from outer space and have them react to different housing situations.

GUEST SPEAKER. Have a contractor/architect/builder speak to class on housing technology.

WALKING TOUR/FIELD TRIP. Take a tour of new and old housing in the community. Discuss the differences and what factors affected the changes.

PREDICTIONS. Divide class into groups and develop sketches of 21st century housing. Discuss future trends. See references listed in S.M.A.R.T., p. 104.

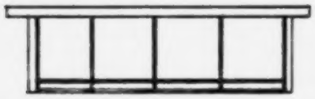
BULLETIN BOARD. Create a bulletin board "Old Plus New = Uniquely You" showing how old designs are combined with new.

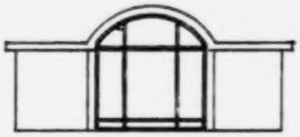
HANDOUT. Discuss handout "What Roof Styles Can Tell You". Have students identify different houses in their community which illustrate the roof styles. (Included in this guide)

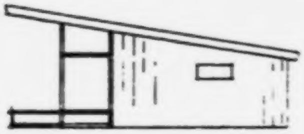
MAP THE NEIGHBORHOOD. After a lesson on different housing styles and their features, have students map out their neighborhood indicating different features they can identify for each house.

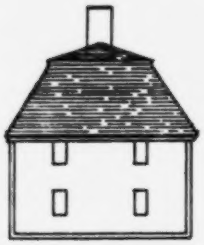
WHAT STYLE ROOFS CAN YOU TELL?

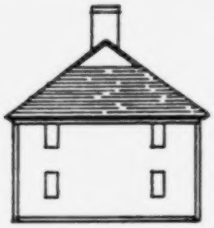
The roof offers one of the most important variation in house styles. Identify the type of roof illustrated by each picture on the blanks provided.

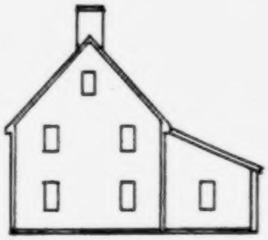


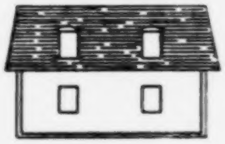


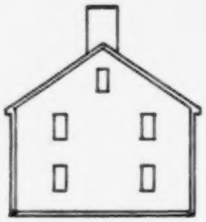


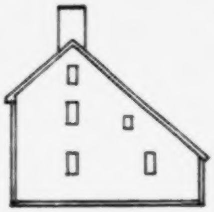


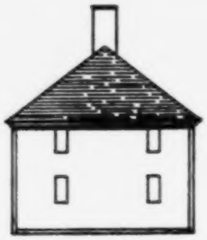


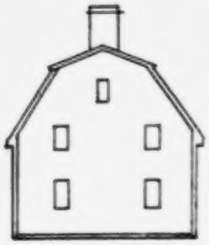












Adapted from Common Roof Styles (Figure 6-15) in HOMES--Today & Tomorrow, Ruth Sherwood, Peoria, IL: Bennett Publishing Company, 1981.

FURTHER ACTIVITIES

FHA ACTIVITY - ARCHITECTURAL INVENTORY. Have students survey the architectural styles of the community by 1) completing forms that indicate address, age, architectural style, building material, past uses, present uses, other information, 2) photographing buildings that have interesting histories/designs, 3) studying the history of an older building by finding information by researching deed transfers, visiting historical society and other libraries, checking census records or old city directories to determine past owners, or obtaining oral histories for older residents.

REFERENCES

TEXTBOOK. HOMES, Today & Tomorrow, Ruth Sherwood, Peoria, ILL: Bennett Publishing Company, 1981. Part 2: Housing Styles in the United States. (Note the reading level of this book may be too high for your students. However, it is well illustrated and will be a valuable informational resource.)

SLIDES. Slides on American Housing Styles. 22 slides on housing styles of North America, 19.95. J. Weston Walch Publishing.

ACTIVITY SHEETS. Examine Housing Styles. Work sheets to take students out into community to study housing styles and common building materials. Master set of 48 photocopy or spiritmasters, 18.95.
Weston Walch, Pub.

HOUSING AND HOME FURNISHINGS
LEVEL I

CONCEPT I. B. GEOGRAPHICAL

OBJECTIVE I. B. THE STUDENT WILL EXPLORE THE GEOGRAPHICAL INFLUENCE ON HOUSING.

LEARNING ACTIVITIES AND RESOURCES

SURVEY WANT ADS. Look at the realty pages of the local newspaper. What conclusions can be made about housing in the area.

LIST. Make a list of housing features that make housing suitable to the local environment. How would these features differ in another environment?

GROUP ACTIVITY. Hang a large picture of different types of housing in various locations around the room, such as a grass hut, mansion, log cabin, houseboat, tepee, ranch home, etc. Have students select a picture and stand by it. Then have the groups decide on what environment their particular housing would be best suited for and why. Have each group make presentations.

FURTHER ACTIVITIES

RESEARCH/REPORT. Have students research housing in different countries of the world. Report to class on findings. Discuss the influences on housing.

REFERENCES

TEXTBOOK. HOMES, TODAY & TOMORROW., Ruth Sherwood, Peoria, ILL: Bennett Publishing Company, 1981, Chapter 7, Housing and the Environment.

FILMSTRIP. YOU AND YOUR HOUSING. Teaches basic factors of environment, economics, personal needs, and aesthetics. Colorful cartoon-style visuals on different dwelling styles. 96 frames, 29.95.
Weston Walch, Publishing

CONCEPT I. C. BASIC HUMAN NEEDS

OBJECTIVE I. C. THE STUDENT WILL DESCRIBE HOW HOUSING MEETS BASIC HUMAN PSYCHOLOGICAL NEEDS AND PHYSICAL NEEDS

LEARNING ACTIVITIES AND RESOURCES

HANDOUT - MASLOW NEEDS. Give students a handout on Maslow's theory of needs. Discuss how this theory relates to household tasks. List ways their housing meets each of the needs.

BRAINSTORM. Make a list on overhead as students brainstorm on how housing meets basic human psychological and physical needs.
Then categorize the needs as to what specific needs are being met, ie. safety, protection from environment, activities, social, work, etc.

VISUALIZATION. Have students visualize themselves on a camping trip, spending 3 weeks in a tent on top of the Beartooth Plateau or in a hut on desert island. Discuss what basic needs they would have. Then discuss what "wants" they would have. How do you differentiate between needs/wants? Would their needs be met by the tent? hut? Would their wants be met?

WRITING ACTIVITY. Choose another member of your family and analyze how their housing needs differ from your needs. Write a paper on your conclusions.

CASE STUDY. Divide students into groups to discuss different housing needs of various family members. Give each group a situation such as "An aging grandparent is moving in with your family", or You are moving to a new home out in the country--away from your friends and without public transportation","Your family is adopting a 6 month old baby," , etc. Discuss possible problems and what adjustments could be made to improve the quality of human interaction.

GUEST SPEAKER. Have school nurse talk on what safety supplies should be available for the home, ie, what should be included in first aid kits.

GUEST DEMONSTRATION. Have fireman demonstrate fire precautions, and procedures for exiting a burning building, what to do if trapped in a room, procedures for putting out fires, what to do if clothes are on fire, etc.

ROLEPLAY what to do in home emergencies, such as catching on fire, swallowing poison, smelling gas.

DEMONSTRATION. Demonstrate common household safety practices such as correct way to use electrical appliances, lighting a gas oven, replacing a fuse, using a ladder, storage of flammable/poisonous materials, etc.

CHECKLIST. Develop a safety/fire prevention checklist entitled "Home Safe Home." Use resource people such as a community fireman for suggestions. Have students complete the checklist on their homes.

FURTHER ACTIVITIES

SAFETY HUNT/LETTERS. Tour the school and detect potential safety hazards. Write a letter to school administration alerting them to potential hazards and possible solutions.

READING. Read books on living in a crowded environment such as The Diary of a Young Girl by Anne Frank or A Raisin in the Sun by Hansberry. Suggest ways in which privacy needs can be met.

PARENT INVOLVEMENT - HUNT. Hold a family potential accident hunt of your home. Then "Accident Proof" the home and report on changes made to class.

PARENT INVOLVEMENT - CHECKLIST. Complete a checklist of what safety supplies are available in each student's home. Assemble a first aid kit if one is not available.

PARENT INVOLVEMENT - FIRE DRILL. Plan and carry out a home fire drill. Report to class on success of drill.

FHA INVOLVEMENT - POSTER/ESSAY CONTEST. Hold a home safety poster/essay contest. Display entries at a PTA or other school meeting/open house.

REFERENCES

TEXTBOOK. HOMES, Today & Tomorrow, Ruth F. Sherwood, Peoria, ILL: Bennett Publishing Company, 1981. Chapter 1: Human Needs and Home Design.

CONCEPT I. D. LIFE STYLE

OBJECTIVE I. D. THE STUDENT WILL RELATE VALUES, INTEREST, AND ECONOMICS TO LIFE STYLE AND HOUSING

LEARNING ACTIVITIES AND RESOURCES

COMPUTER PROGRAM. Use "Energy Conservation" to find out how your family can conserve energy. (Program available through Montana Power Company)

GRAB BAG. Put value words such as safety, privacy, beauty, convenience into a paper bag. Have each student draw a word and describe how housing can help to achieve that value.

CASE STUDIES. Describe individuals/families in different life stages with varying needs and resources. Work in small groups to develop solutions for their housing problems. May use newspaper advertisements for ideas.

RANKING. Have students rank a list of housing values, such as comfort, beauty, security, cheerfulness, privacy, stimulating, intimate, openness, impressiveness, fulfills basic living needs, neatness, simplicity.

OPEN-ENDED SENTENCES. Have students complete the following sentences: "The best thing about my home is...
At home I really need. . . If I had $100 I would buy ....
The one thing I would change about my home is . . .

SHOW 'N TELL. Have students bring in a picture or object from home that has some special value to their family.

DESIGN. Have students design an "Interest Corner" for their room in which they display their hobbies or illustrate their interests by collage/bulletin board/posters. Present ideas to class.

ESSAY. Imagine that you are moving to a new location. Write a letter to a friend describing your new home. Underline all phrases which show value choices.

COLLAGE. Make a collage projecting a specific selected housing value.

PANEL. Have a panel discussion on ways to successful share a room with siblings.

GUEST SPEAKER. Have an interior designer share ideas on planning a study center.

FAMOUS QUOTES. Discuss what is meant by such quotes as
Charles Swain in HOME--"Home's not merely four square walls."
Winston Churchill--"We shape our buildings and then they shape us". Robert Frost's "Home is the place, where, when you have to go there/they have to take

MY HOME

THE BEST THING ABOUT MY HOME IS . . .

AT HOME I REALLY NEED . . .

IF I HAD $100 I WOULD BUY . . .

THE ONE THING I WOULD CHANGE ABOUT MY HOME IS . . .

you in."

MAGAZINE SEARCH. Have each student select a value and find illustrations of how that value is reflected in housing and furnishings.

PROBLEM BOX. Have each student write down a problem they have in sharing space at home. Then take turns drawing the problems and discuss possible solutions.

FURTHER ACTIVITIES

READING. Read Cheaper by the Dozen or other account of people sharing space to receive insights on how people share space. Discuss "territoriality" and the need to pay attention to privacy when designing housing.

ESSAY. Draw up a Housing Bill of Rights listing characteristics of housing that everyone is entitled to.

PARENT INVOLVEMENT - RANKING. Have each family member rank a list of values. Hold a family discussion on values after comparing the lists. Report findings to class.

PARENT INVOLVEMENT - INTERVIEW. Interview your parents to find out where and in what types of housing they've lived and what type of housing they would like to have in the future. Find out their values and reasons for their housing decisions.

FHA INVOLVEMENT- COMMUNITY PROJECT. Organize a campaign to further a value such as beautification of community or energy conservation. Ideas might be to promoting biking/walking, promotion activities such as getting people to turn down the thermostat, or sponsoring a community cleanup day. Activities might include news articles, posters, and public speaking.

CONCEPT II. A. PERSONAL LIVING SPACE

OBJECTIVE II. A. THE STUDENT WILL RELATE LIVING SPACE TO USE OF FURNISHINGS, ACCESSORIES, AND LOW COST DECORATING IDEAS, (2) IDENTIFY TRAFFIC PATTERNS, STORAGE, AND FURNITURE ARRANGEMENTS IN A FLOOR PLAN, AND (3) STATE PRINCIPLES OF HOME CARE AND MAINTENANCE AND TECHNIQUES

LEARNING ACTIVITIES AND RESOURCES

PROJECTS. Have students make a room accessory such as pillow, hanging, waste basket, etc.

CONTEST. Hold a pillow design contest. Vote for the most unique, most beautiful, most skill requiring, best design, best fitted for environment, etc.

FIELD TRIP. Visit a local furniture store and observe use of furnishings and accessories, costs, and furniture arrangements.

CREATIVE CASTOFFS. Have each student bring in a free or castoff item such as orange crates, glass bottles, dried weeds, fabric/wallpaper samples, etc. Brainstorm for ideas of how these items may be utilized for the home.

WALL DECORATIONS. Use the templates "Wall Decorations" to plan a wall arrangement for your room or other room in your home. Cut out sizes and shapes that are appropriate for your design. Try different combinations. Make a sketch of the wall with the arrangement. Write a brief paragraph on the principles of design utilized. (Included in this guide)

DIAGRAM traffic patterns for your home. Suggest a way to improve the traffic pattern of one of the rooms.

STORAGE PROJECT. Have students reorganize a space of their choosing. (Phyllis Dennee, Bozeman Schools) Complete the "Storage Evaluation Sheet". (Included in this guide)

LETTER WRITING. Write letters to Dear Kate about a problem that bothers them in the care of his/her home. Switch papers with a class member and formulate solutions to the problems. Then switch back and discuss the solutions.

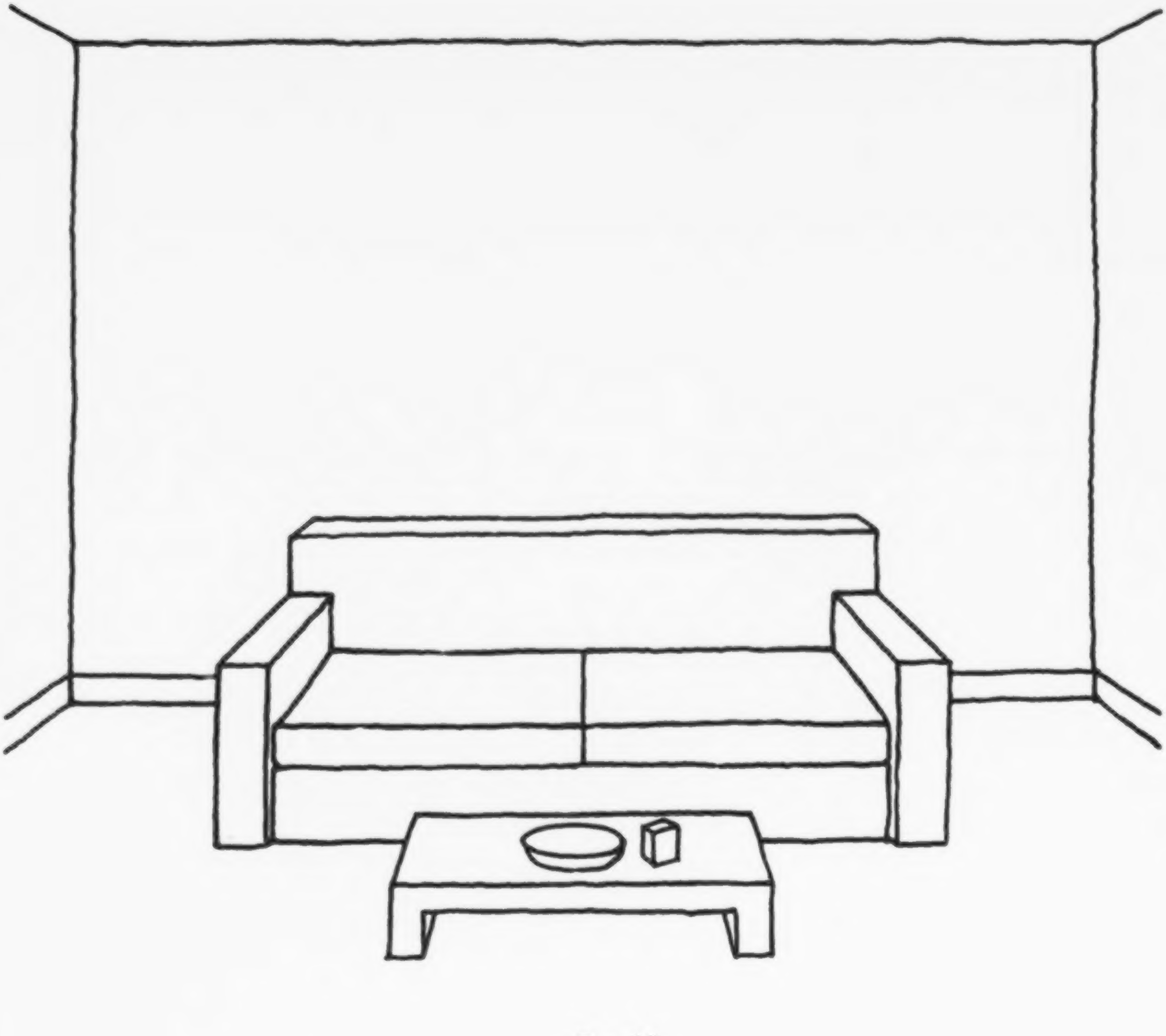
ROOM PLAN. Complete a room plan following instructions on "Making a Room Plan." (Included in this guide) Interior design kits are available for purchase (see References).

Designing Decorative Wall Arrangements

Use the templates of wall decorations on the following page to design an arrangement for this living room wall.

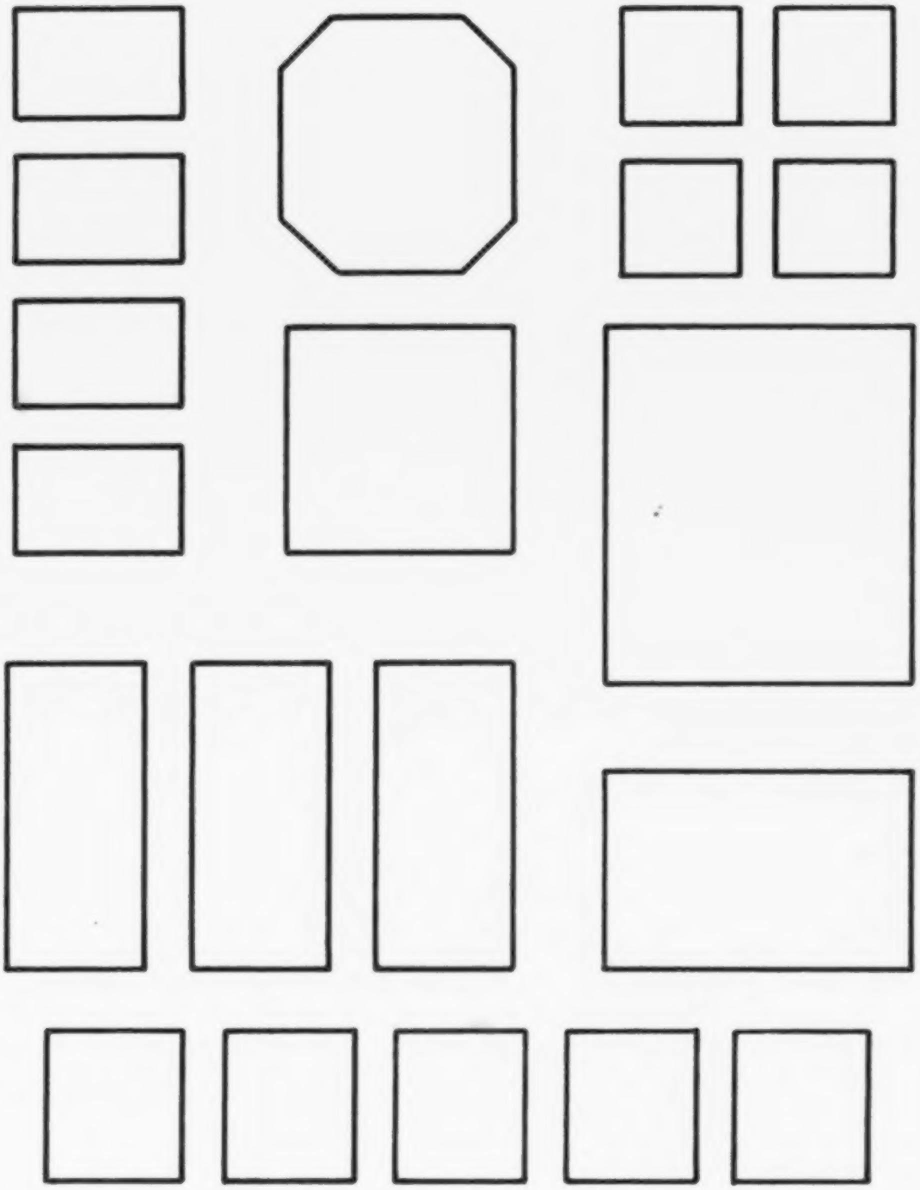
Indicate whether the arrangement is symmetrical or asymmetrical.

This arrangement is: ________________________________.

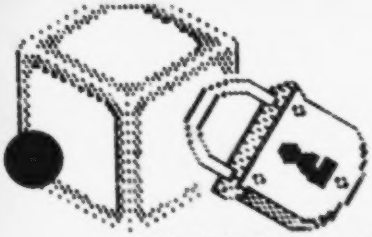


Designing Decorative Wall Arrangements

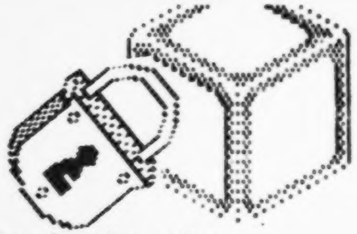
Wall Decorations



Adapted from Homes, Today and Tomorrow, Ruth F. Sherwood, Bennett Publishing, Peoria, IL 61615



STORAGE EVALUATION



DIRECTIONS: Organize items in a given space. Evaluate the reorganized storage space using the scale below. Place the appropriate rating in the column under "Rating". Describe how the storage space meets each standard.

RATING SCALE: 3 = Good 2 = Fair 1 = Needs Improvement

Standards	Rating	Describe how Standard Was Met
1) Items used most are at the front or at eye level; items used less toward the back or up high.		
2) Like items are together.		
3) Items can be obtained and replaced easily.		
4) All items are easy to see/reach.		
5) Items are stored conveniently.		
6) Takes into account needs and standards of all users.		
Optional: Used dividers, storage boxes, rods or other special items to keep order.		

COMMENTS:

FROM: Exploratory Home Economics for Early Adolescents, Iowa State University, College of Home Economics, Ames, Iowa 50011, 1986.

MAKING A ROOM PLAN

(HINT: The more accurate you are with your measurements the easier it will be to complete your assignment.)

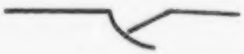
A. Take the outside dimensions of your room.

  1. Measure the length and the width of your room.
  2. Scale this measurement for your paper to 1/4" = 1".
  3. Center this on the graph paper and lightly pencil in the outside walls with a solid line.

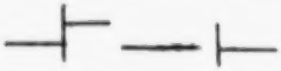
B. Locate the doors.

  1. Measure the door placement and width of the opening.
  2. Notice the way the doors are hinged.
  3. Mark lightly on the floor plan the placement of the doors.

  Swinging doors are marked like this . . . .

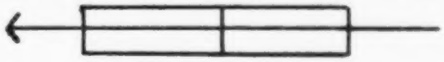


  Sliding doors are marked like this . . .



C. Locate the windows.

  1. Measure the placement and the width of the window.
  2. Mark the window placement over the outside dimension like this.



D. Locate the closets and other built-in features.

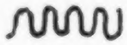
  1. If the closet has not been located above, do so now.
  2. Locate any immovable objects or built-ins. Draw these on the floor plan.

E. Locate heat and draw in the registers or radiators by marking their positions using a wavy line like this. . .

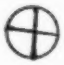
F. Electrical outlets are marked on the outside dimensions with an X, and electrical fixtures are marked like this . . .

G. Locate the exposure.

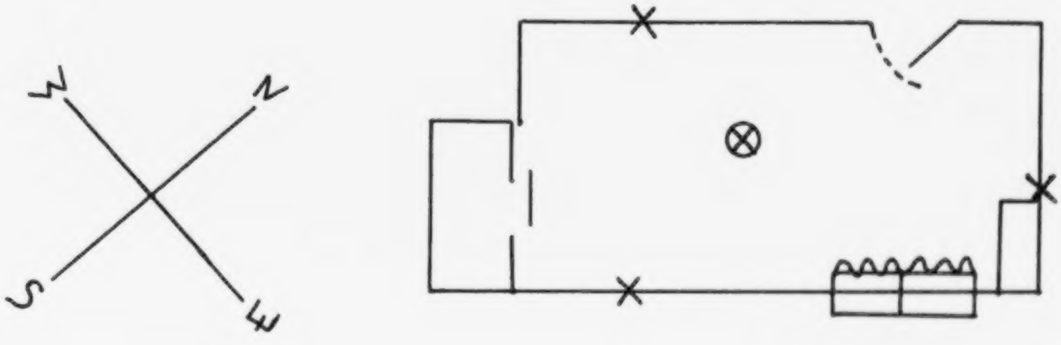
  1. On the plan indicate the exposure like this . . .



  2. Use a compass or note the direction of the sun from morning to night.



Your finished plan should look something like this. It will reflect your dimensions and placement of the items.



FROM: New Jersey Secondary Consumer and Homemaking Curriculum Guide, State of New Jersey, Dept of Education, 1980.

FLOOR PLANS FOR FAMILY NEEDS. Give each student two floor plans accompanied with a family profile. Have them examine the housing plans and decide which would be most appropriate for their family. Have them write a brief paper explaining their recommendation. See Student Guide for Homes, Today & Tomorrow for worksheets.

SHOEBOX MODELS. Have students plan their dream housing/apartment for after they graduate. Students enjoy projecting into the future. (Phyllis Dennee, Bozeman Schools) Design shoebox models of their ideal personalized space.

THREE-DIMENSION BOXES. Use "A New Dimension" handout to construct three dimension boxes. Use these boxes to teach basic design principles, illustrate interior design concepts, demonstrate low-cost budget ideas, color experiments, etc. (Handout included in this guide)

GUEST SPEAKER. Have a guest speaker talk on home care and maintenance.

BULLETIN BOARD. Bring a maintenance/cleaning tip to share with the class. Make a bulletin board of the tips presented. Example, How to cover up a scratch on the wood table top, or low-cost cleaning solutions (ie., vinegar water for windows).

EXPERIMENT. Test the commonly advertised claims of cleaning products by doing your own consumer research. Have students design tests, then compare three products. Chart and report their results.

STAIN REMOVAL. Give each student a sample of a fabric/rug with a common stain (grease, soda, mud, etc.) Have the students take them home and try to remove the stain using whatever cleaning agents they have on hand at home. Compare the "cleaned samples and discuss the results.

OPEN-ENDED SENTENCES. Complete the worksheet "Put the "I" in Your Envi "I" ronment". (Included in this guide)

FURTHER ACTIVITIES

CLIENTS. Have each student choose a client (may be a classmate or non-classmate) and some specific space/project that needs decorating. (May be small room, selection of tableware, organization of a storage closet, etc. The student will interview his client to determine his needs, use of space, values, number and ages of individuals using space, etc. Student will then make a portfolio of design ideas to present to his client.

PARENT INVOLVEMENT. Plan a calendar of home care activities for your family.

EVALUATION ACTIVITIES

SCALE DRAWING. Give each student a piece of furniture to measure and draw to scale.

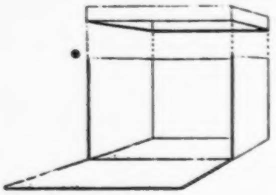
A NEW DIMENSION

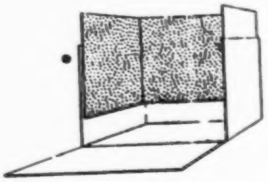
Create a three dimensional box to teach basic design principles, illustrate interior design concepts, experiment with colors, or teach decorating on a budget. The box features interchangeable coverings for walls, furniture, and floor. Illustrations of pattern coordination and the effects of color and accessories can be graphically demonstrated and the abstract elements of line, color and texture can be seen first-hand. The three-dimensional box makes interior design easier for students to understand.

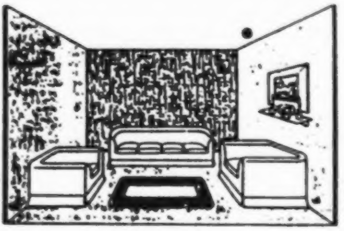
MATERIALS:
- Rectangular, corrugated cardboard box with a lid for storage and transportation. Boxes that paper comes in work well.
- Carpet remnants large enough to fit in the box.
- Cardboard sheets or an old box to cut up for wall inserts.
- Wallcovering samples.
- Miniature furniture appropriate for the box size.
- Upholstery fabric remnants
- Linoleum for alternate flooring
- Paint for alternate wallcovering

INSTRUCTIONS:

1. Slit box along two vertical seams on the long plane of the box to create a fold-down cardboard flap (sketch A)
2. Cut carpet remnants to fit as wall-to-wall floor covering in the box. Use various colors and textures to illustrate how different floor coverings can change the appearance of the room. If using linoleum, also cut it to fit the box. As a variation, make area rugs to show their effect.
3. Use fabric remnants to make simple slipcovers for the furniture. Keep the lines as simple as possible. Make several in different colors, patterns, and textures.
4. Construct partitions that slide in and out of the box to show various layouts. Mount wallpaper on pieces of cardboard that fit inside the walls of the box (sketch B). Some effective ideas include mixing patterns, using wallpaper throughout a room, accenting a painted room, or using solid colors.
5. Make optional items such as throw pillows, pictures, accent pieces from magazine clippings.







Adapted from "A New Dimension for Interior Design Classes" by Mary Dwyer, Forecast, April 1983, p. 46-47.

PUT THE "I" IN YOUR ENV "I" RONMENT

Directions: Finish each sentence so that it describes you and your home best. There aren't any right or wrong answers.

1. The job that takes the most time around my home is

   ____.

2. At home I feel most useful when ____________________.
3. The messiest chore I have to do is ________________.
4. The person who does the most housework in my family is

   ______________________________.

5. I feel good about cleaning up ____________________.
6. My "personal place" looks best when ______________.
7. The messiest person in my home bothers me by __________

   ____.

8. The fairest way to divide up jobs at home is _________

   ____.

9. If I were paid to work at home ____________________

   ____.

10. At home, the difference between cleaning and straightening

    is ____.

FROM: New Jersey Secondary Consumer and Homemaking Curriculum Guide, State of New Jersey, Dept of Education, 1980.

24 - HOUR OBSERVATION

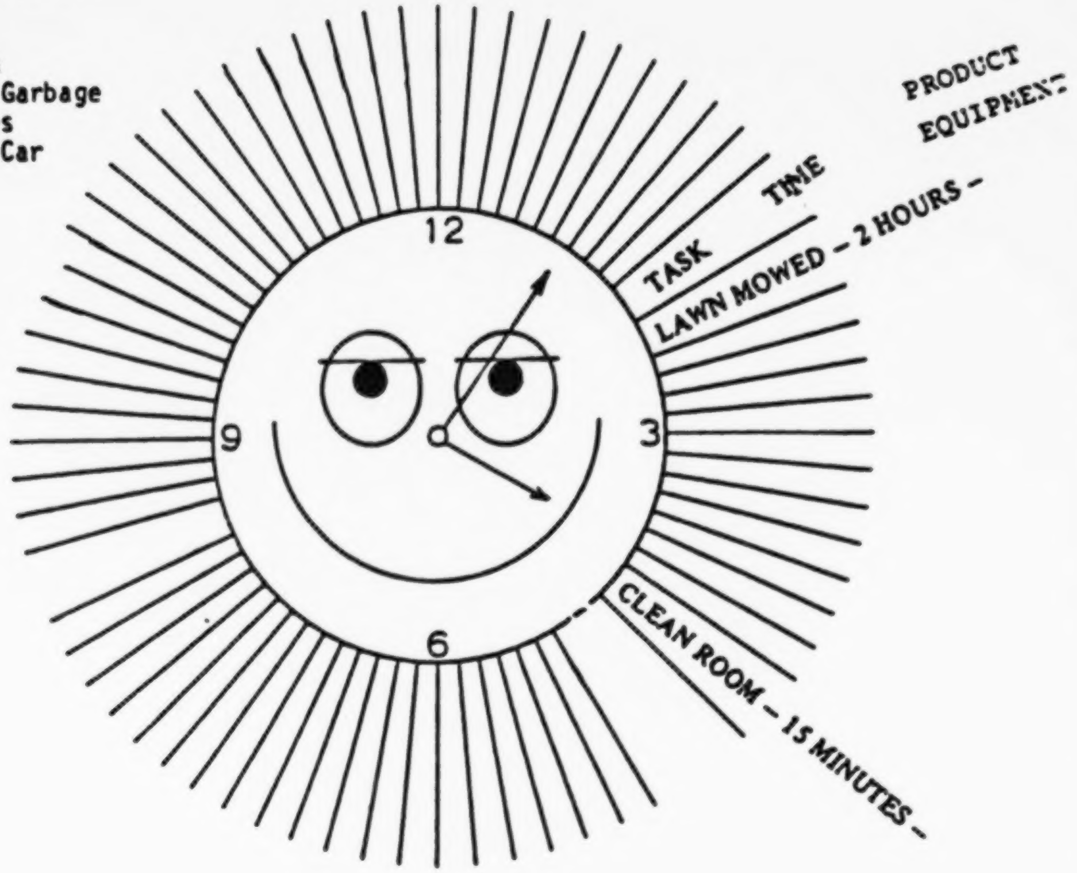
Choose a 24-hour period of time to keep a record of housekeeping tasks that members of your family do to keep the home operating smoothly. You may find it difficult to know everyone's activities during the day; therefore, you may want to ask others in your family for help. If you are away from home during any of the time, ask someone to keep a record of all activities while you are away or ask about and record activities when you get home.

Record all of the activities on the observation form sheet. List the task performed, the amount of time spent on the task, the equipment and products which were used to complete the task.

You will also find a list of typical tasks that are done in a home. Not all tasks are done each day and you may find your family performs activities not on this list. The list is provided as an example of the duties required to operate a home. Please keep a very careful record of all activities done by family members.

Below is an example with only a few tasks written in so you will know how to record your observations.

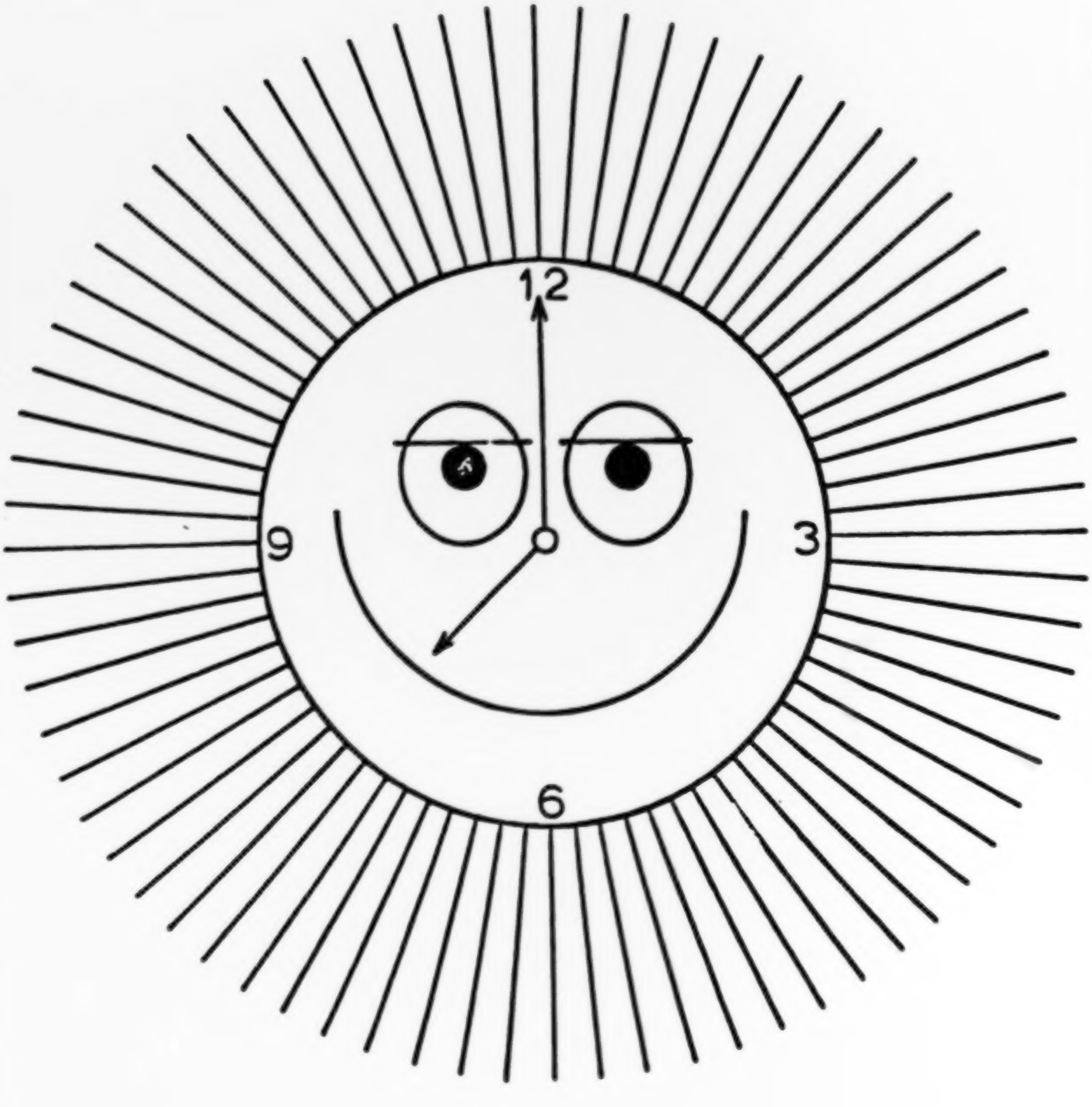
Vacuuming
Mopping Floors
Cleaning/Wiping Appliances & Counters
Washing Windows
Cleaning Closets
Picking-up
Dusting
Making Beds
Taking out Garbage
Doing Dishes
Caring for Car



Name ______________________________ Hour ____________

24-HOUR OBSERVATION FORM

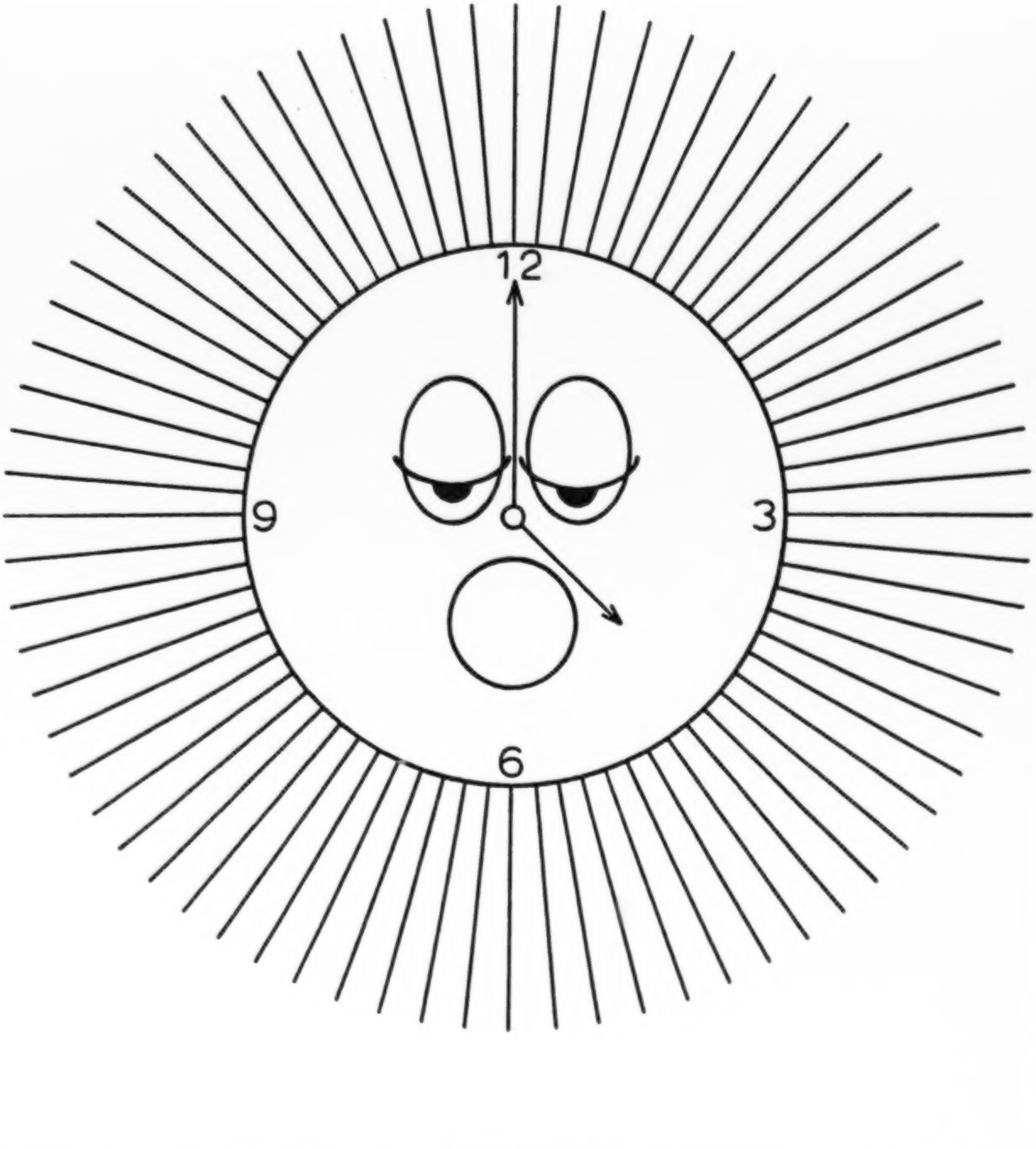
A.M.



Name ______________________________ **Hour** ______________

24-HOUR OBSERVATION FORM

P.M.



REFERENCES

TEXTBOOK. Creative Living. Foster, J. A., et. al., 1985, Encino, CA: Glencoe Publishing Co.

TEXTBOOK. HOMES, Today & Tomorrow, Ruth Sherwood, Peoria, ILL: Bennett Publishing Company, 1981, Chapter 11: Floor Plans, Chapter 14: How to Select Home Furnishings, Chapter 15: Designing and Furnishing A Room.

SOFTWARE. Floor Plan, Apple Computer Software. Basics of room arrangement, furniture grouping, balance and harmony ($49.00) Learning Seed.

PAMPHLETS. Educational Kit, Kirsch. "Window Shopping and other booklets on window treatments available free or for discounted price.

DESIGN KIT. Interior Design: A Space Planning Kit, Paul Wallach, South-Western, 1983. Design includes information on design techniques, furniture templates and worksheets.

FILMSTRIPS. Selfscape: The Meaning of Interior Design, Explores the psychology of your living space. The Learning Seed. 68.00.

SLIDES. Slides of professionally decorated rooms to help teach traffic patterns, motifs, color, furniture groupings, and more. 49.00. The Learning Seed.

ACTIVITY BOOK. Your Living Environment. 26 Activities in Design and Management covering topics such as design principles, accessories, home safety, cost awareness and more. 15.95 for spirit masters or photocopy masters. Weston Walch, Publishing Company.

ACTIVITY BOOK. 44 Activities in Home Decorating. Worksheets on furniture arrangement, color selection, etc. 44 spirit masters or photocopy masters for 18.95. Weston Walch Publishing.

SIMULATION. DESIGN: A Simulation of Designing and Furnishing a Home. Students learn variety of homes available, construct family identity, draw plans, and furnish rooms. 35 workbooks and teacher's guide, 38.00. Home Economics School Service.

STAIN REMOVAL CHARTS. Maytag.

SOFTWARE. Dream House. Simple drafting. Career Aids, 29.95.

FILMSTRIP. Interior Design. Views construction of 3-dimensional model to emphasize color, texture, space, form and line. Career Aids.

FILMSTRIP. Interior Design: A Practical Approach. Covers topics of Floor plans, Color, Accessories, Budget and the Ecletic Approach. Career Aids.

SOFTWARE. Interior Decoration Simulation. Six room layouts and 70 movable furniture pieces and other accessories. Career Aids, Inc., $115.

SOFTWARE. The Interior Design Simulation. Design a room up to 14 x 26 feet. Career Aids, $60.

SOFTWARE. CADDRAW. Computer assisted drafting includes 9 available scales. Career Aids, $80.00.

SOFTWARE. Dazzle Draw. Graphics program for squares, circles, and other pictures. Career Aids, 53.95.

SOFTWARE. Design Your Own Home. Career Aids, 49.95.

HOUSING AND HOME FURNISHINGS
LEVEL I

CONCEPT III. HOUSING AND HOME FURNISHING CAREERS

OBJECTIVE III. THE STUDENT WILL LIST CAREERS RELATED TO HOUSING AND HOME FURNISHINGS.

LEARNING ACTIVITIES AND RESOURCES

GUEST SPEAKERS. Invite community people working in housing jobs (architecture, construction, real estate, interior design, drafting, engineering, landscaping, home furnishings, service, utilities) to discuss their careers.

FILMSTRIP. Show a film/filmstrip on careers in housing and home furnishings.

QUESTION BOX. Set up a box for questions about employment in fields related to housing and home furnishings. Questions may be answered by the teacher or guest speakers.

SKILL LIST. Make a list of skills needed in careers related to housing and home furnishings. Discuss how these skills may be learned.

DISCUSSION. Have students react to statements such as "Housework should not be considered a job as there is no pay involved", "People should work 40 hours a week", "People who work "off hours" such as weekends, deserve to be paid more" or "Men should take equal responsibility in the decoration of the home".
"Men should take equal responsibility in the care of the home."

SURVEY the community for jobs related to housing and home furnishings.

FURTHER ACTIVITIES

INTERVIEW. Interview a person in a career in which you are interested. Report to class or bring in an edited tape of the interview.

WRITTEN ACTIVITY. Write a job description for a position related to housing and home furnishings.

EVALUATION ACTIVITIES

MATCHING EXERCISE. Match job titles to job descriptions.

ESSAY. Write 2 paragraphs describing the skills and talents required for a job of your choice in housing and home furnishings.

REFERENCES

TEXTBOOK. HOMES, Today & Tomorrow, Ruth Sherwood, Peoria, ILL: Bennett Publishing Company, 1981. Chapter 19: Job Opportunities in Housing.

REFERENCE. Dictionary of Occupational Titles, Vols. I and II, Washington, D.C., U.S. Department of Labor.

REFERENCE. The Occupational Outlook Handbook, Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.

HOUSING AND HOME FURNISHINGS
REFERENCE ADDRESS LIST

Bennett Publishing Company, Division of Macmillian, Inc. 866 Third Avenue, New York, New York 10022

Career Aids, Inc., 20417 Nordhoff Street, Dept #C 2, Chatsworth, CA 91311

Glencoe Publishing Company, 15319 Chatsworth St., Mission Hills, CA 91345.

Home Economics School Service, 10,000 Culver Boulevard, Room 8, Culver City, CA 90232-0802

Kirsch, P.O. Box 0370, Sturgis, Michigan 49091

Maytag, Education Department, 1 Dependibility Square, Newton, Iowa 50208

Montana Power Company, 40 E. Broadway, Butte, MT 59701

S.M.A.R.T. (Science and Math Activities and Resources for Teaching Home Economics), Marjorie Levine, Grant written by Angie Parsons, Dept. of Home Economics, Montana State University, Bozeman, MT 59717.

South-Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227 or 6185 Industrial Way, Livermore, CA 94550

The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047

U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Weston Walch, Publishing Company, P.O. Box 658, Portland, Maine 04104-0658

HOME ECONOMICS
NATIONAL
STANDARDS

STANDARDS FOR VOCATIONAL HOME ECONOMICS EDUCATION
MIDDLE/JR. HIGH CONSUMER AND HOMEMAKING EDUCATION

National standards for vocational home economics education have been designed to maintain quality and encourage excellence in vocational home economics education programs among the states and territories. The Standards give special attention to the following areas:

- integration of Future Homemakers of America into the vocational home economics education program
- elimination of sex bias and sex stereotyping
- accessibility of vocational home economics education programs to all persons
- development of outreach programs of out-of-school youths and adults
- consideration of current and future societal concerns, such as energy education/management, nutrition education, and consumer education

Consideration of these areas in planning, implementing, and evaluating programs and curriculum is encouraged. In addition, the following populations should be given special emphasis:

- persons with various abilities
- persons from persons from various cultures
- persons with handicapping conditions
- persons from economically depressed areas
- disadvantaged persons
- single parents and school-age parents

Standards have been developed for all levels--grade school through adult education. The Standards for Vocational Home Economics Education in Middle/Jr. High Consumer and Homemaking Education have been included to assist you in developing quality home economics programs which are consistent with national standards. While criterion and quality indicators have been developed for all of the standards, this information has been included in this curriculum guide for only Standard G. Curriculum. A complete set of Standards with quality indicators can be obtained by writing the Department of Home Economics, The University of Texas at Austin, Austin, Texas 78712

STANDARDS FOR VOCATIONAL HOME ECONOMICS EDUCATION IN MIDDLE/JR. HIGH CONSUMER AND HOMEMAKING EDUCATION

STANDARD A. THE PHILOSOPHY IS DEVELOPED AND UTILIZED IN THE VOCATIONAL HOME ECONOMICS PROGRAM.

STANDARD B. AN ADVISORY COUNCIL IS ORGANIZED AND HAS RESPONSIBILITY FOR ADVISING AND ASSISTING SCHOOL PERSONNEL CONCERNED WITH THE VOCATIONAL HOME ECONOMICS EDUCATION PROGRAM.

STANDARD C. FUNDING IS PROVIDED FOR VOCATIONAL HOME ECONOMICS EDUCATION STAFF AND INSTRUCTION WHICH SUPPORT THE VOCATIONAL HOME ECONOMICS EDUCATION PHILOSOPHY.

STANDARD D. THE ADMINISTRATIVE/SUPERVISORY STAFF OF A VOCATIONAL HOME ECONOMICS EDUCATION PROGRAM IS QUALIFIED TO ADMINISTER THE PROGRAM, HAS RESPONSIBLITY FOR MANAGING THE PROGRAM, AND EXHIBITS PROFESSIONALISM.

STANDARD E. THE INSTRUCTIONAL STAFF OF A VOCATIONAL HOME ECONOMICS EDUCATION PROGRAM IS QUALIFIED TO CONDUCT THE INSTRUCTIONAL PROGRAM, HAS RESPONSIBLITY FOR CONDUCTING THE INSTRUCTIONAL PROGRAM AND EXHIBITS PROFESSIONALISM.

STANDARD F. THE INSTRUCTIONAL PROGRAM REFLECTS THE LOCAL VOCATIONAL HOME ECONOMICS EDUCATION PHILOSOPHY THROUGH ITS OFFERINGS AND STRUCTURE.

STANDARD G. THE CURRICULUM IS DEVELOPED, IMPLEMENTED, AND EVALUATED TO REFLECT THE LOCAL VOCATIONAL HOME ECONOMICS EDUCATION PHILOSOPHY.

CRITERION 1. 1. Sources - the curriculum is developed utilizing suggestions and information from various sources.

QUALITY INDICATORS

G.1.1.1. The curriculum is developed utilizing local, state, and national consumer and homemaking education curriculum materials.

G.1.1.2 The curriculum is developed utilizing local, state, and national consumer and homemaking education curriculum materials suggestions from the advisory council.

G.1.1.3. The curriculum is developed utilizing information about the needs, interests and abilities of students.

G.1.1.4. The curriculum is developed utilizing information about the current and future of society.

G.1.1.5. The curriculum is developed utilizing suggestions from middle/junior high school students in consumer and homemaking education classes.

G.1.1.6. The curriculum is developed utilizing information gained through parent/guardian contacts.

G.1.1.7. The curriculum is developed utilizing follow-up data from students.

G. 1.1.8. The curriculum is developed utilizing data from evaluations of student progress.

G. 1.1.9. The curriculum is developed utilizing suggestions from teachers, counselors, and administrators/supervisors.

CRITERION 1.2. Content - The curriculum is comprised of various components designed to prepare middle/junior high school students for the occupation of homemaking.

QUALITY INDICATORS

G.1.2.1. The curriculum is exploratory in nature and is based upon the following areas of vocational home economics education: (1) child development; (2) clothing and textiles; (3) consumer education (4) family/individual health; (5) family living and parenthood education; (6) food and nutrition; (7) home management (including resource management); and (8) housing, home furnishings, and equipment.

G.1.2.2. The curriculum includes both short-term and long-term goals for the instructional program.

G.1.2.3. The curriculum identifies general objectives for the instructional program.

G.1.2.4. The curriculum includes behavioral/performance objectives for each offering.

G.1.2.5. The curriculum includes objectives in each of the domains of learning.

G.1.2.6. The curriculum reflects articulation of consumer and homemaking education instructional programs among educational levels (elementary through adult.

G.1.2.7. The curriculum reflects articulation of the vocational home economics education program offerings.

G.1.2.8. The curriculum includes FHA/HERO chapters as an integral part of the instructional program.

G.1.2.9. The curriculum includes extended learning experiences beyond the classroom setting.

G.1.2.10. The curriculum includes consumer education as a part of each offering.

G.1.2.11. The curriculum is free of sex bias and sex stereotyping.

G.1.2.12. The curriculum prepares middle/junior high school males and females for the occupation of homemaking.

G.1.2.13. The curriculum includes information about home economics careers as a part of each offering.

G.1.2.14. The curriculum includes information on topics based on current and future society concerns, such as energy education/management, school-age parents, nutrition education, consumer education, and others as appropriate for the community.

G.1.2.15. The curriculum is adapted for students with various abilities.

G.1.2.16 The curriculum is adapted for students with handicapping conditions.

G.1.2.17. The curriculum is adapted for students identified as being from economically depressed areas or areas with high rates of unemployment.

G.1.2.18. The curriculum is adapted for students identified as disadvantaged.

G.1.2.19. The curriculum is adapted for middle/junior high school students identified as school-age parents.

G.1.2.20. The curriculum is adapted for students from various cultures.

CRITERION 2.1. Strategies - The curriculum is implemented through use of various strategies.

QUALITY INDICATORS

G.2.1.1. The curriculum is implemented through a variety of teaching techniques, including group and individual instruction.

G.2.1.2. The curriculum is implemented through the use of techniques which are free of sex bias and sex stereotyping.

G.2.1.3. The curriculum is implemented through FHA/HERO chapter activities and projects.

G.2.1.4. (OPTIONAL) The curriculum is implemented through outreach offerings which extend opportunities into the community when a need for an outreach program has been established.

CRITERION 2.2. Resources - The curriculum is implemented through use of various resources.

QUALITY INDICATORS

G.2.2.1. The curriculum is implemented through use of a variety of audio-visual resources.

G.2.2.2. The curriculum is implemented through use of a variety of printed resources.

G.2.2.3. The curriculum is implemented through use of resources which are free of sex bias and sex stereotyping.

G.2.2.4. The curriculum is implemented through use of a variety of community resources, such as guest speakers and field trips.

CRITERION 3.1 Process - The curriculum is evaluated by a systematic process in order to meet the needs of middle/junior high school students.

QUALITY INDICATORS

G.3.1.1. The curriculum is evaluated in-depth at least every three years.

G.3.1.2. The curriculum is evaluted as each offering is taught.

G.3.1.3. The curriculum is evaluted utilizing local, state, and national standards for vocational home economics educaiton programs.

G.3.1.4. The curriculum is revised when indicated by the results of the evaluation.

CRITERION 3.2 Sources - The curriculum is evaluated utilizing suggestions from various sources in order to meet the needs of middle/junior high school students.

G.3.2.1. The curriculum is evaluated by the instructional staff utilizing suggestions from students as each offering is taught.

G.3.2.2. The curriculum is evaluated by the vocational home economics education staff utilizing suggestions from the advisory council.